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ABSTRACT

This report describes a program for heightening awareness of gender bias within the classroom. The targeted population consists of ages 3 to 18 from elementary and high school settings in the Midwest. The problem of gender bias has been well documented for many years. The solution strategy resulted in the implementation of activities to promote gender equity within the classroom, heighten awareness of female contributions to society, increase teacher understanding of the consequences of gender inequity and heighten awareness among students of the existing problem. The researchers examined the local community, the home environment, textbooks, instruction in the classroom and student attitudes, among other factors. The effect of this study has greatly increased the awareness of the researchers of the need to start addressing the problem of gender inequity in the home. Centering curriculum on contributions of both sexes will increase the students' knowledge base. Other immeasurable benefits include an increase in self-esteem, the desire to pursue careers regardless of gender, and a change in attitude toward a more equitable environment. (EH)

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PROMOTING GENDER EQUITY WITHIN THE CLASSROOM

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An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

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ABSTRACT

This report describes a program for heightening awareness of gender bias within the classroom. The targeted population consists of ages three to eighteen from the elementary and high school setting. All schools within the targeted group are located between two major metropolitan areas in the Midwest. The problem of gender bias has been documented both locally and nationally through test scores, curriculum, athletics, and enrollment in the Advanced Placement/Gifted programs.

Analysis of probable cause indicates that from a very early age boys and girls are tracked in a very different direction. Gender stereotyping exists even before entering kindergarten. Teachers interact with male students more frequently, ask them more and better questions and provide helpful feedback. Under representation of females in curricular materials implies females have less value and significance to society. Although women constitute the majority of every age group, they remain under represented in professional, leadership and decision making roles. Inferior education causes women's status in the work force to suffer.

A review of the solution strategy suggested by knowledgeable others and an analysis of the problem setting resulted in the implementation of activities to promote gender equity within the classroom, heighten awareness of female contributions to society, increase teacher understanding of the consequences of gender inequity and heighten awareness among students of the existing problem.

The effect of this study has greatly increased the awareness of the researchers of the need to start addressing the problem of gender inequity in the home. Centering curriculum on contributions of both sexes will increase a students knowledge base, which can be tested and specific data supplied is one impact this implementation program has concluded. The other, immeasurable benefits, an increase in self-esteem, the desire to pursue careers regardless of gender, a change of attitude, will only be acknowledged in the future.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the target group, ages six to eighteen, have been exposed to gender bias throughout their educational experience. Sex equity is defined as the freedom of favoritism based upon gender. According to the Wisconsin Administrative Code PI 9.02 "discrimination means an action, policy or practice, including bias, stereotyping and pupil harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status." This discrimination has inhibited the development of girls in achieving academic excellence. This problem has been documented within classrooms by teachers and students, including teacher interaction with students, test scores and student preference of learning materials. The problem is also evidenced by the unequal number of boys to girls in the gifted programs, cultural expectations and attitudes, and unequal time and attention give to boys versus girls by teachers, especially in the areas of math and science.

The Immediate Problem Context

The study will be conducted at two sites. Each site will enable the researchers to look at their subjects and teachers in a variety of settings.

Site A

School Settings

Site A lies between two major midwestern metropolitan areas. It was once a one school, K-8 district. Through consolidation with a neighboring district, Site A is now part of a large elementary district. Currently there are 4 buildings in this district serving grades kindergarten through eighth, with a fifth site presently under construction and slated for opening in August of 1996.

Due to a recent explosion of housing developments, Site A now has a population of over 650 students. The building serves grades 1-5 with a district preschool program and a special education early childhood program. Next year, the building will also include kindergarten students.

With a population of 656, class size has swelled to larger than usual proportions. The average class size is 31 students per class, with 88% being white, 8.3% Hispanic, 1.6% Asian Pacific, 1.37% African American, and .97% Native American. The site is unique as it is the most culturally diverse setting in the district. Economically, 3.6% of students fall into the low-income level, and 1.9% are limited English proficient. All in all, the school attendance pattern is quite good, servicing an average of 96% of the student population each day.

The staff is 100% white with 86.4% female and 13.6% male. The staff is split in half with 50% holding bachelor's degree and 50% at the master's level and beyond. The average years of teaching experience is 11.3 years.

The Community

Site A is highly residential with only two apartment complexes in the attendance area, and draws from more than five separate and distinct neighborhoods. The district has little industry and is financed primarily through real estate taxes. Over the past 20 years, the district has evolved from a small rural district to a large, multi-site district with a community composed primarily of middle income workers. Currently the district services more than 2,300 students in 5 separate

schools. The community is 90% white, 6% Hispanic, 1.5% Asian Pacific, 1.4% African American, and .4% Native American. The four communities that feed into the district have a total population of 31,574. The median income of the four communities is $45,405 per household.

Historically there have been strong community ties with the school. Residents banded together to finance and build the school gym and have implemented a variety of school programs to enrich and remediate students in the areas of science, art, literature, and philosophy. A parent run tutoring program was instituted this year to provide remediation to students in need of academic support. The community has shown a strong desire to have input in the day to day operations of the school. The parents want involvement in the selection of new curriculum, have a say in how holidays are celebrated, and demand participation in how school boundaries are decided.

Overall, the district has a positive relationship with the community and the Board of Education. All have been committed to providing the best education to students, and there has never been a labor strike to slow that commitment. With a large population growth causing overcrowded classrooms, teachers have "weathered the storm" and will have smoother sailing when classroom sizes return to a more manageable number in the upcoming year.

Site B

School Settings

Site B is a high school located between two major midwestern metropolitan areas. It encompasses 54 square miles of land and includes students from three communities. Site B is located in the northern part of the state and is within three miles from another state border. It consists of 1,783 students. Ninety-seven percent of the population is white, 1.3% is Asian/Pacific Islander, 1.3% is Hispanic, 1% is Native American, and .3% is African American. The students at Site B come from a predominately middle class background with 2.4% coming from low-income families. (Low-income is defined as families who receive public aid, live in institutions, or are being supported in foster homes by public funds. These students are also eligible to receive free or reduced-price lunches.) The school has .1% of its population eligible for bilingual education and

the drop out rate is 3.7%. The average class size is 20.8 students per teacher. On average, school attendance is 93%. The number of chronic truants is 32, or .1%. Sixteen percent of the students are mobile.

There are 96 teachers that work at Site B; 99% are white, and 1% are black. There are no other minorities represented at the school. Of the teachers, 51.8% are female and 48.2% are male. The average number of years of teaching experience is 15.3. Concerning education, 37.4% have Bachelors degrees, 62.6% have Master's degrees and beyond. The pupil teacher ratio is 21.1:1 and the pupil to administrator ratio is 173.7:1. The graduation rate at Site B is 81.3%. The school spends $5,851 per pupil.

The Community

There are 5 public elementary schools and four private schools that feed into Site B. The three communities are primarily residential and the schools are financed mainly through property taxes. The community is predominately middle-class and has a combined population of 17,073. There are a total of 3,790 households in the combined districts. The median income of the three communities ranges from $20,967 to $29,029.

National Views

Although most educators work hard and are conscientious, they have been raised in a society where sexism is prevalent. Through cultural influences, teachers have been taught that one set of jobs and behaviors is appropriate for girls and another for boys.

Teacher's expectations have a marked effect on students. Teachers behave in subtle ways to promote and encourage intellectual development. Teacher expectations shape and alter academic development. Sex stereotyped expectations can have a harmful effect on growth and development by limiting options, restricting aspirations, and reducing potential in the performance of boys and girls.

Research in this area uncovers striking differences in the amount and kind of criticism students receive concerning their academic work. "There appears to be little difference whether the teacher is male or female- the interaction pattern remains much the same" (Brophy & Good, 1974,

p. 69). Research shows that teachers interact more with boys in the areas of disapproval, praise, instruction, and listening to the child. They are also asking boys more direct questions, more open-ended questions, and more complex questions (Sadker & Sadker, 1994). Through teacher interaction, girls are more likely to blame poor performance on a lack of ability rather than a lack of effort. "Ninety percent of the criticism girls receive is specifically directed at intellectual inadequacy" (Dweck, 1978, p. 270). Whereas when teachers criticize boys, they tend to "attribute their academic inadequacies to a lack of effort" (Dweck, 1978, p. 273). When failure is perceived as insurmountable or due to factors that cannot be controlled (i.e. lack of ability) a phenomenon called "learned helplessness" is more likely to be exhibited. "Teacher's evaluative feedback regarding the intellectual quality of academic work may actually cause sex differences in learned helplessness" (Dweck,1978, p. 276). "The greatest area of the gender gap occurs in the areas of math and science." (Sadker & Sadker, 1994). Our research will reinforce these findings and show that gender bias occurs today in all classrooms. This bias has far reaching effects on girls' performance in school and later on in careers.

Teachers can make a difference in the lives of their students. To have a positive impact on achievement, it is essential to become aware of bias in teacher-student interactions. More importantly, teachers must "consciously, intentionally, and affirmatively develop interaction skills that are fair, equitable, and designed to actively compensate for student differences in behavior and achievement" (Sadker & Sadker, 1982, p. 275). By eliminating stereotype and bias from the classroom a teacher can " introduce all students to who they are - and to what they are capable of becoming" (Sadker & Sadker, 1982, p. 220).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

Site A

At Site A there are many examples of gender inequity. These examples range from inequities in the gifted program to participation in the Science Olympiad team and even in the area of sports. The gender bias goes as deep as traditional "boy and girl" colors in the washrooms and lining students up by sex.

The enrollment in the gifted program in the district demonstrates this point. In grades 4-8, the number of boys exceeds that of the girls in nearly all cases. The only exception is in the sixth grade literature class where an equal number of boys and girls can be found. The sixth grade math class has 17 boys compared to the 7 girls. Since 1988, the number of boys in the sixth, seventh, and eighth grades has been greater than the number of girls.

Since 1989 the school has hosted a Science Olympiad team. Every year the number of boys who are selected to participate outnumber the girls chosen to participate. The exception to this was during the 1995/96 school year, where there were eleven girls and only nine boys. Students are chosen by standardized test scores. This gives clear evidence that boys are scoring higher than girls in the areas of math and science and the school realized that it needed to examine why this was happening. In an attempt to address the problem of lack of participation by girls in the areas of math and science the school board voted to incorporate an all girls math class. As of 1996, the class has completed its first year. Test scores at this point are consistent with those of last year, but the biggest benefit came from the attitude of the girls who now enjoy math and are

avid participants.

An interview with the gifted teacher in the building gives further insight into the problem of inequity. Girls tend to be more social and interact with peers possessing a variety of abilities. Often, the very brightest of girls will "hide" their intellectual talents and perform comparably to their peers. Less social by nature, they tend to work independently of others, and often seek out the adult in the classroom as their match. Thus, the boy in the classroom is more easily recognized and acknowledged for his giftedness.

Concerning sports at the middle school level, although there are equal number of athletic programs provided for each gender, the boys basketball team has four coaches and the girls team has only three. The number of participants has varied from year to year so there is no clear evidence of gender bias in terms of student involvement. The coaches are paid equitably.

Examples of gender stereotyping were observed during the opening week of school this year. After some remodeling over the summer months, the girls bathrooms were decorated with pink tiles, and the boys bathrooms were decorated with blue tiles. Each classroom was visited by a local Cub Scout leader to encourage boys to get involved in scouting. No similar presentation was given for the girls. After eating their first lunches at school, the first graders were instructed by the building principal to line up to return to their classes. Boys were told to make one line and girls were told to make another. The students were not going to be stopping at the bathrooms on their way back to class.

Even the local McDonalds is guilty of gender stereo-typing. When ordering a Happy Meal at the drive-up window, the customer is asked if the meal is for a boy or a girl. If the meal is for a boy, a Hot-Wheels car is the prize included. If the meal is for a girl, a Barbie doll is in the bag.

In a survey given to the parents of the targeted group of Reseacher 1 at Site A (see Appendix A), the biggest problem of gender inequity appears in the home, an area that teachers have no control over. Even though the parents supported their sons and daughters playing with legos and dolls alike, they didn't divide household chores equally. In other words, they can talk the talk, but at home they weren't walking the walk. In order to document this inequity, survey

questions were developed and asked of targeted students and parents of Site A. The survey group consisted of 12 first grade girls, 11 first grade boys, and 15 parents of these children. Since the return of parent surveys was somewhat disappointing in number, additional Parent Surveys were issued to random parents of the students at Site A. Of the additional surveys issued, eleven more were returned and added to the data to get information regarding the home roles.

As shown by the results of the Parent and Child Survey, there continues to exist a stereotypic division of household chores by gender. In almost all surveys returned, it was noted that "Mom" remained the primary figure for the completion of stereotypically female chores, getting the highest percentage of credit for completion of chores such as "Making Dinner", "Washing Dishes," and "Cleaning the House." Similarly, "Dad" was ear marked as the figure primarily responsible for more male dominated chores such as "Cutting Grass", "Shoveling the Snow", and "Working Outside the Home."

Further study of these survey results reveal another interesting factor. Out of the 25 Child Survey forms completed, 100% of the children gave either "Mom" or "Dad" credit for the household chore. In no cases did children view the completion of the chore as a shared responsibility. By contrast, however, many of the Parent Surveys saw the same tasks as a shared responsibility, and credited both "Mom" and "Dad" for the completion of the chore.

Figure 1 clearly shows this as evidence of how household tasks are divided according to gender. When asked, "Who makes dinner at your house?", 71% of the boys, 73% of the first grade girls, and 62% of the parents said "Mom", whereas only 27% of the boys, 26% of the girls, and 13% of the parents saw this as a male dominated chore. The Parent Survey also indicated that in 25% of the households questions, it was a chore equally shared by both Mom and Dad.

By contrast, Figure 2 paints an entirely different picture of household responsibility. When asked, "Who is in charge of cutting the grass at your house?", 85% of the boys, 98% of the girls, and 52% of the parents credited Dad as the person most responsible for the completion of this chore.

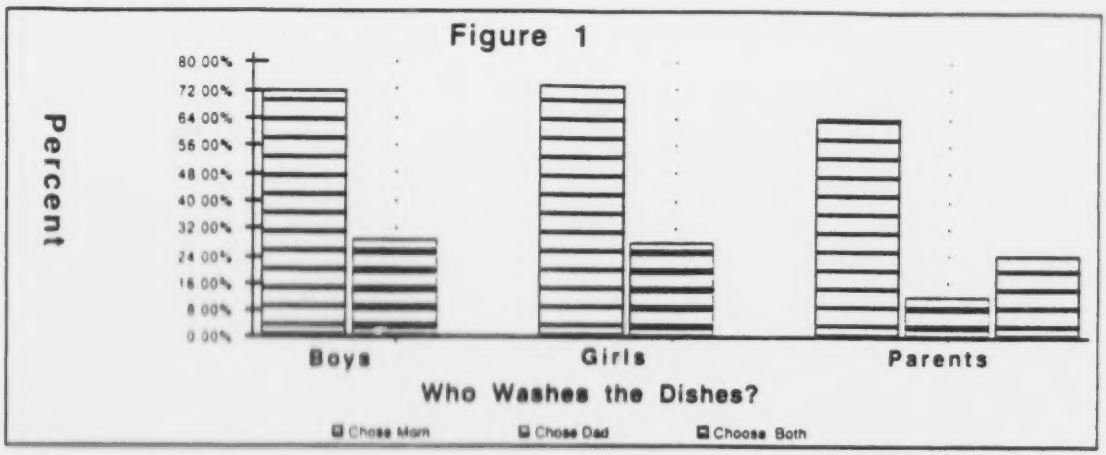

Figure 1. Depicts the higher percentage of boys, girls, and parents alike who see "Mom" as the primary figure in charge of making dinner.

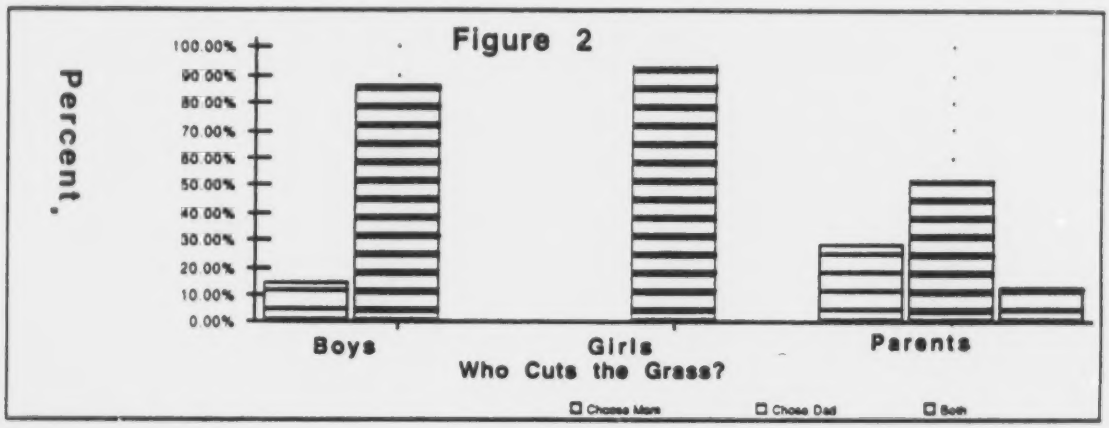

Figure 2. Depicts the higher percentage of both boys and girls who put "Dad" in charge of cutting the grass, whereas slightly over half of the parents "Dad" in charge of this chore.

Results of this portion of the survey confirm that the students of Site A continue to live in a household setting in which there exist a division of labor along gender lines. Results further suggest that children tend to perceive this division more dramatically, as in no cases did these first grade students credit both parents for task completion.

Site B

At Site B the research was based in the Physical Education and Social Studies Departments. Because both of the researchers at Site A coach, athletics were also included in the study. This study focuses on participation by females in sports, Honors and AP classes, and other traditionally "non-female" areas. The amount of exposure students had to the contributions women have made in history will be included in the study on gender inequity at Site B.

As the study began, it was discovered that the number of girls enrolled in Honors and AP classes in all areas were equal to or even outnumbered the number of males enrolled in these classes. This has fluctuated over the last 5 years and no real trend has emerged.

It was also discovered that the number of females taking the AP tests has increased steadily, and that their scores are comparative to male students in the areas of Social Studies, English and Science. Unfortunately female students are still lagging behind males in the area of mathematics. Only one male student received a five, the highest score possible, in the area of Calculus and no female received a five.

The vocational program at this site also shows problems of gender bias. In the spring of 1996 only one female was enrolled in auto mechanics and no girls were enrolled in traditionally male occupations like plumbing or electrician classes. On the reverse side no male students are currently studying cosmetology.

In further examination of the subject areas it was found that male social studies teachers at Site B tended to focus on war, advanced technology and the contributions men have made in history. The women social studies teachers at Site B (There are two women and seven men teaching social studies full time at Site B) concentrated on trends, conditions of people living during the time periods studied, and the contributions of both males and females in history.

Even the method of instruction used by each sex is different. The 7 male teachers surveyed said that they spent 60% of their time or more lecturing, where the 2 women spent less than 50% of their time lecturing. There is no correct method of teaching, and students flourish under both styles of instruction, but it is interesting to note that the men favored teacher centered styles of

teaching and the women favored student centered styles of instruction.

At Site B in the area of Physical Education there are an equal number of male and female teachers, and the curriculum taught is similar, but the facilities at Site B obviously violate Title IX. The male locker rooms contain 718 square feet more than the female locker rooms. There is also a large disparity evident when practice facilities are compared. For example, the boys soccer team has four practice fields and one main playing field. Girls field hockey, which has its season the same time as boys soccer, has only one field. Sports like Cheerleading and Poms have no regular practice area, and they have no regulated time for access to the gym. They are forced to practice at six a.m. to receive floor time in the gym.

One of the greatest discrepancies is that all of the athletes pay $150 per sport at this school, but this does not guarantee them equal access to playing fields or coaches. Site A has 15 head coaches who are male, and only six head coaches who are female. There are a total of 47 male coaches at Site B and only 11 female coaches. It wasn't until 1992 that coaches of girls and boys basketball or softball and baseball received equal pay. When the number of coaches on the Varsity level was compared with the number of athletes participating, again evidence of gender inequity was found. For example, in boys soccer there are 2 Varsity level coaches with fifty-five boys involved in the program. In field hockey there is only 1 Varsity level coach and forty-two girls involved in the program.

Of great concern at Site B is the problem of gender inequity in the History curriculum. Most of the curriculum focuses predominately on the male role in history and the male contributions to society. To test this idea, students filled out an information survey . One hundred and fifty students were surveyed. The first question they were asked was to list 10 famous women in history. They could not include anyone from the area of sports or entertainment. Only 6% of the students surveyed could name over six women. Many students tried to list president's wives, but these women were only accepted if they had made a major contribution within there own right. Seventy-eight percent of the girls questioned could name at least three famous women. Only forty-seven percent of the boys could name at least three women or more.

When the surveys were analyzed by grade the freshman and sophomores could list more women in history than could the seniors. On average freshman and sophomores could list five women, the seniors could only list three.

The result of this male dominated curriculum is that women have no role models and lower their career expectations. An example of this can be found in the mock elections held at Site B. There were three classes, and a total of eight political parties. Only two of the classes selected women to run as the president, and even then one group exploited the girls by writing the slogan, "chicks in '96". All the parties but one selected girls to hold the job of recorder. Only one of the groups had two women acting as campaign managers, the rest had men in charge, or a male female team. The only positive aspect of the mock election for women, is that in both classes that had women candidates, the women won the elections.

The goal at Site B is to address the problems of gender inequity in the areas we have control, or feel we can make a difference. As teachers/reseachers we cannot change the physical attributes of the school, nor can we directly affect the hiring practices for coaching positions. Therefore, the focus of this study will be on exposure to the problems of gender inequity to the staff and promote gender equity within classrooms.

Probable Causes

When we were little and our parents read us Mother Goose, she was quoted as saying, "Sugar and spice and everything nice, that's what little girls are made of." Unfortunately, Mother Goose and her nursery rhyme set a stereotype that has reinforced discrimination against women through the ages.

Gender inequity begins in the nursery, girls are dressed in pink and boys in blue. This defacto segregation continues throughout the rest of their lifetime. According to the 1992 study of the American Association of University Women (AAUW), the damage this discrimination has done has hurt women in school, the work place, in society and limits the income they earn by narrowing their career choices. The problems of gender discrimination are barely perceivable because they are so socially accepted. By the time they reach nursery school, boys and girls are gender aware.

They separate themselves by sex naturally, and although girls are less gender-specific in their choice of play activities, boys remain more stereotypical in their choice of play. (AAUW, 1992).

"Sitting in the same classroom, reading from the same textbook, listening to the same teacher, boys and girls receive very different educations" (Sadker & Sadker, 1994). This problem can also be found in textbooks that generally portray male dominance, whether it is stories, history, or science related materials, males hold the starring roles. They are the active characters, shown finding the solutions (AAUW, 1992).

Not only is gender inequity displayed in the classroom and through textbooks, it has also reared its ugly head on the playing field. By 1991, even though Title IX has been passed and is in place, only 31% of the girls compete in interscholastic sports while 55% of the boys compete.

Boys and girls start school as equals, but in the 12 years they attend, girls fall far behind in key areas such as higher level math skills and self-esteem. This can be shown later on through standardized test scores, such as the ACT and the SAT. On both of these tests girls have scored 30-50 (on ACT), or 3-5 points (on SAT) lower than their male counterparts in the areas of math and science.

This bias carries over in the work place where, "statistics show that white women earn $.36 less on every dollar earned by the white male, and minority women fall eight to eleven percent behind their white counterparts" (Riles, 1993, p. 45).

All of these factors mentioned have created gender inequity. Educators need to address this problem. It is necessary to discover what causes this inequity, and then create solutions to remedy this situation. The first goal is to firmly establish the causes of gender inequity from preschool through college and beyond.

<u>At Home</u>

Gender inequity begins in the home. Mother's and father's interaction with a child is dependent upon gender. With girls, parents exhibit more emotion and feeling. With boys, parents encourage them to be more active and aggressive (Keebli & Firush, 1992). A test was done on a newborn to verify the fact that women treat children differently based on their sex. The

testers dressed an infant in ruffles, and set the baby in a room with a group of women. When the baby became restless the women soothed and cuddled the baby. When the infant was dressed in blue and appeared to be a boy, the same women became more animated and played with the child in an effort to quiet it when restless (Sadker & Sadker, 1994).

Fathers too, are more likely to fall into the trap of stereotyped expectations and the effect on the daughters can be devastating. Males tend to protect their daughters, compliment them on their appearance, and show more affection (Sadker & Sadker, 1987). This hinders girls because they feel they are only valued for appearance not strength.

Parents send a powerful message to their children as well by what each does within the home setting. Children learn about their world through role models. What they actually see their parents do each day is more meaningful than what their parents might say. For example, in a home where children see "Mom" as the primary housekeeper and child care provider, they grow up to believe those responsibilities lie in the female domain. A home in which there is more equal sharing of household chores, children grow up to view their roles in the world differently.

"Research has shown that from a very early age boys and girls are tracked in very different directions" (Colman & Eagle, 1993, p. 123). For instance, boys are given blocks to play with which increase spatial skills. Boys later excel in areas of math because they are confident of their spatial skills. Girls on the other hand are given dolls to play with which enhances interpersonal skills and nurturing. This is a traditional female domain. Tracking occurs because children will continue to select toys that they feel are familiar. Toys shape personality traits, interests, physical and academic skills. Parents end up encouraging sex type play by selecting toys for male and female children, even before a child can express his or her interest (Pomerleau, Bolduc, Malcuit, & Cossettz, 1990). " The end product of these sorts of small, incremental biases is decreased opportunity for women as they grow older, first in schools and then eventually in the working world " (Beck, 1995, p. 82).

School

Upon reaching the "school gates" gender inequity has firmly established a grip on the female population in four areas. They are: behavior differences between boys and girls, gender segregation, teacher expectations, and differing teacher/student interaction.

Preschool parenting and socialization generally encourage boys to be active and assertive, while girls are directed more toward quiet play and passivity. Girls develop cooperative, turn-taking play and communication styles, while boys are encouraged to be aggressive and use competitive play and communication styles.

These preschool experiences better prepare girls for the discipline and structure of elementary school, and girls are typically better behaved in the classroom than boys. They require less attention from teachers because they're more often on task and manageable . Boys are more demanding of attention and are less compliant. Boys who are better students often gain attention by being less compliant. These boys often gain attention by calling out answers and monopolizing classroom discussion. Other boys often gain attention by misbehaving. The result is that girls, because of their better behavior, are more likely to be neglected by teachers (Flynn & Chambers, 1994). The girls' good behavior frees teachers to attend to the more outspoken, difficult boys in the classroom. The result is girls receive less time, less help, and fewer challenges. Reinforced for their passivity, their independence and self-esteem begins to suffer. Boys, on the other hand, are rewarded for getting more than their fair share of the teacher's time and attention.

The second area that gender bias exists in schools is in gender segregation. Girls and boys are separated by sex in lunch lines, they play separately on the playground, and they are often asked to line up according to gender. Anthropologist Raphaela Best spent four years observing an elementary school in Maryland. As part of her qualitative study she spent hours interacting with students in the classroom, lunchroom and even on the playground at recess. After more than 1000 hours of study she concluded that "elementary schools consist of separate and unequal worlds" (Best, 1983, pg. 14).

In school yards across the country boys spread out to take over the lions share of the

playground as they play football, baseball or soccer. Sometimes the girls are "allowed" to join them, but all too often it remains a "boys- only" game. In the typical playground boys occupy ten times more territory than the girls, and for girls recess often becomes a spectator sport. As Best continued her observation over a four year period she saw "the wall of segregation grows higher and more entrenched" (Best, 1983, p. 18).

Another area of segregation is the lunchroom. In first grade, boys and girls sat together. In second grade, although sharing the same table, boys and girls had opted to sit at opposite ends, and by the third grade the boys had their claim to an "all male" table. Boys work the hardest at maintaining segregation and intensifying the differences between gender. A boy who chooses to sit next to a girl at the lunch table is more likely to be rejected by his classmates. Teachers, once victims of this sexist schooling themselves, understand the system and warn noisy boys of a humiliating punishment. The threat is often given that if a boy doesn't behave, his punishment will be that he has to sit next to a girl.

Although little girls are too young to understand this, "second class" treatment, over the years they grow to understand the message and their self-esteem begins to suffer. According to Sadker and Sadker's research (1987), gender segregation is a major contribution to female invisibility. In sex segregated classes, teachers are pulled to the more talkative, more disruptive males. There they stay, teaching boys more actively and directly while girls fade into the background.

Textbooks

This pattern is entrenched even further by textbooks. School books shape what the next generation knows and how it behaves (Sadker & Sadker, 1994). These textbooks segregate sexes by displaying predominately male role models. When women and minorities are under represented in curricular materials, it implies that these groups are of less value and significance in society (Sharp, 1994). When girls read about women who make important contributions in our country they too feel they can make profound contributions to society (Sadker & Sadker, 1994).

Language arts programs incorporate women writers and women protagonists and this gives

us an incomplete picture of the culture's true diversity. The absence of emphasis on females in textbooks, story books, and science related materials hinders students ability to value women. An example of this was shown by a study done in 1992 by Sadker and Sadker where 4th, 5th and 6th grade students were asked to write down names of as many famous men and women as they could. Each list was to contain the names of ten people and could not include entertainers or athletes. On average students generated 11 male names, but only 3 female names. Most male names were drawn from the pages of history. The list of women demonstrated more creativity with examples such as Aunt Jemima, Mrs. Fields and Princess Di. Many students could not even generate a single female name (Sadker & Sadker, 1994).

This discovery launched a study to analyze the contents of the math, language arts, and history textbooks used in the schools for the 4th, 5th and 6th grade students. In each textbook, the ratio of men to women was astounding, with three times as many boys and men as there were girls and women. In one history book studied, a text for 6th grade students, not a single American woman was included. Only seven pages made any references at all to women, and two of those seven pages were about a young girl from Maine who had traveled to the Soviet Union on a peace mission.

While real life role models influence children, so do characters in books. Between the years of 1967 and 1971 the ratio of male to female characters in Caldecott award winning books was an overwhelming 11:1 (Weitzman, Eifler, Hokoda, & Ross, 1972). When girls and women were included in novels, all to often they were typecast as weak and incapable. Unknowingly, parents and teachers were presenting their boys and girls a womanless world. The negative publicity did cause many publishers to rethink their guidelines and develop policies that were more gender equitable. Gritzner's 1992 study, however, shows more work lies ahead in this area.

Teacher-Student Interaction

Gender inequity is grounded in the unequal expectations both parents and teachers display toward their students and children. These lower expectations that cause gender inequalities in school can have devastating effects on girls, effects that extend beyond childhood and adolescence

and into adulthood. Girls are likely to have lower self-esteem, less motivation to achieve, and more limited career choices (Flynn & Chambers, 1994). Parents and teachers often foster gender bias unintentionally. Parents expect less of their children. An example of this is the parent who states, "I was never any good at writing or expressing myself and neither is my son, " said the father of a 12 year old boy. "Oh well, the wife winds up doing all the talking anyway, and he is a whiz in science." Another example is the mother who was shocked that her daughter was not interested in going out for Cheerleading. The daughter was not interested in sitting on the sidelines and wanted to find a sport in which she could shine. The mother's response was, " I cringe every time she comes home so exhausted and sweaty and full of scrapes. I kind of hope she sees the light soon" (Beck, 1995, p. 97).

In a 1992 survey by Raty and Snellman, adults were asked to picture an intelligent child. Sadly, 57% of women, and 71% of men, pictured a male child (Raty & Snellman, 1992). Parents hold different academic expectations beginning as early as 1st grade and continue throughout school. Daughters are not as smart and sons are lazy (Lummis & Stevenson, 1992). This pattern can be overcome. "When stereotypes about math and science are discarded, when adults expect girls to do well, when they help them with homework and insist that they persevere in advanced courses, girls succeed" (Olszewski, Kulieke, Shaw, & Willis, 1990, p. 68).

Inequitable expectations also appear in the school. It is well documented that "Students live up to teacher expectations" (Rosenthal, Robert & Jacobsen, 1974, p. 76). Boys are expected to achieve and compete, and they do lead the scholarship lists. In a study done by Beck (1995), many teachers share the same sentiment as this high school math teacher," I don't push girls as hard as I do boys. I'm afraid they're going to cry on me. I've had it happen a couple of times in class and I just felt terrible, and so did the students. Boys never fall apart like that. So, I'll encourage a girl not to worry about a wrong answer, while I'll tell a boy to look again for his mistake, and not to give up ". Many teachers who try to right this wrong by encouraging girls to sign up for higher level math and science classes are faced with girls who exhibit the effects of lowered self-esteem. "Girls struggle with whether they should try to be bright or beautiful, since

they don't see how it's possible to be both" (Beck, 1995, p. 88).

Another example of inequitable expectations in the classroom can be found in a study reported by Sadker and Sadker (1994). The Pygmalion study was conducted in a number of classrooms. Students were given a test which was suppose to ear mark their "potential" to succeed. The teachers were then given a list of the students who scored the highest. At the end of the year these students were post- tested to ensure that they had achieved their "potential." All the students succeeded. The irony of this study was that the names given as the top scorers were randomly chosen. They weren't necessarily the top scorers at all, the key here was teacher's expectations. The teachers treated those students differently because they expected them to be the "bloomers" (Sadker & Sadker, 1982).

The study mentioned above triggered a trend to examine student/teacher interactions. Again, girls were found to be lacking in attention. Research has shown that boys were disciplined more frequently than girls (Sadker & Sadker,1996). When teachers were faced with disruptive behaviors they were more than three times as likely to reprimand boys than girls. (Sadker & Sadker, 1982) When girls misbehaved they were disciplined quickly and quietly, where as boys received more frequent and harsh discipline (Sadker & Sadker, 1982).

Teachers appear to interact more with boys in five major areas; disapproval, praise, approval, instruction, and listening to the child. In an article printed by Science and Children in 1996, a study was conducted to record the types and frequency of interaction teachers had with their male and female students. The results of this study showed boys received 46% of mild reprimand violations or nonacademic criticism, while girls received only 31%. Boys also received a majority of the harsh criticism, 18 % to only 5% for the girls. On the flip side, boys also received a large number of positive academic praise. Of the boys studied, 39% heard comments such as, "Good answer and interesting report." Whereas the girls studied predominately received nonacademic praise such as, "What a neat paper," or "You're being so nice and quiet today."

In regards to academic intervention, teachers relate more constructively to boys. In the study conducted by Sadker and Sadker (1995), 42% of the boys received interaction geared at

providing them with suggestions or hints on how to solve problems or complete the assignment by themselves. Only 39% of the girls received such feedback. More damaging is the percentage of girls who received the "short-circuit" treatment, where a teacher takes over the learning process for them. " Let me do that for you." Eleven percent of the girls in classrooms received that treatment. Only 8% of the boys did.

Further evidence can be found in a study done by Dweck in 1978. She hypothesized that teacher's evaluative feedback regarding the intellectual quality of academic work may actually cause sex differences in learned helplessness. "Learned helplessness" is when failure is perceived as insurmountable. Failure is attributed to factors they (girls) cannot control. After receiving negative evaluations they are likely to show further deterioration in performance. Girls are more likely to blame poor performance on lack of ability rather than lack of effort. This effect is a result of teachers interaction with students (Dweck, 1978).

Gender inequity in the classroom also appears in the form of questioning. Teachers ask boys more direct questions, more open-ended questions and more complex and abstract questions. Teachers are also likely to give males more extended directions, detailed instructions on how to do things for "oneself". They are less likely to explain things to girls (Sikes, 1971).

In a study of 6th through 8th grade students at the Village Community School (1990), boys interrupted the classroom almost three times as often as girls. The same study, however, showed that girls did speak out in class, but only when they were called on.

Test Scores

All of the above causes are proven statistically when the measures used to evaluate intelligence are dissected. " Test scores label students, put a value on intelligence, classify brain power and expose the unseeable, just how smart someone really is or isn't. Most people believe that test scores are a true reflection of their real intellect" (Sadker & Sadker, 1994, p. 138).

"Females are the only group in America to begin school testing ahead, and leave school having fallen behind" (Sadker & Sadker, 1994, p. 136). Female test scores begin to diminish around middle school when the girls are overtaken by boys. Girls test scores continue their

downward trend throughout the rest of their education. "The longer girls stay in school, the further they fall behind, especially in the areas of math and science" (Zoller, Uri, & Ben-Chaim, 1990, p. 602).

The gender gap in test scores has been documented on the PSAT, the SAT, and the ACT tests. The PSAT is administered junior year of high school and gives students an opportunity to win college scholarships. The results of the test are used to determine the winners of the National Merit Scholarship awards. Two-thirds of the merit semifinalists are boys.

The Educational Testing Service recognizes that a gender gap does exist in regards to test results and counts the verbal score two times and the math only once. This still does not make the scoring equitable because the boys score higher on the verbal section also.

Most students must take either the SAT or the ACT as an entrance test for college. Girls score 50 to 60 points lower than boys on the SAT. The gender gap is so predictable it has become an accepted feature of the educational landscape.

The ACT is a test designed to mirror school learning and is developed through textbook analysis and teacher interviews. The test is set up to evaluate a student's ability in the areas of math, science, reading and English. Girls do perform better on the ACT test than they do on the SAT. Girls do perform, on average, one point higher than boys on the English section of the test, but perform one to three points lower than boys on the math and science sections of the test (Sadker & Sadker, 1994).

"After students are admitted to colleges, the importance of tests is not diminished. College women and university women realize that standardized tests hold the key or shut the door to graduate programs, professional schools, future careers and economic prospects" (Sadker &Sadker, 1994, p. 142).

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Is gender bias a problem we can fix? How do schools and individuals address and take steps to change this unfair situation? The first place that gender bias needs to be addressed is in the home. "Fathers playing ball and building lego's with their daughter's sends the message they are valuable constructive activities for both sexes" (Sadker & Sadker, 1994). Parents need to expose to girls and boys at an early age that toys are only gender bias when we place the label on them. Toys themselves are unisex, it is society's interpretation that creates a bias. From movies, to books, to real life -parents need to point out sexism where they see it and explain to children the roles now open to women (Sadker & Sadker, 1994).

Parents must prepare their daughters for the bias they will face at school before they get there. In "The Education of Alice and Dorothy: Helping Girls to Thrive in School" (McDaniel , 1994), strategies for parents were: 1) Hold high expectations for daughters, 2) Encourage high levels of activity, 3) Monitor TV programs for sexist stereotypes, 4) Assign chores to boys and girls on a non-sexist basis, 5) Share household duties equally between parents, encourage siblings to treat each other equitably, 6) Introduce girls to a wide variety of professional women and encourage girls to take math and science courses at school, 7) Promote interest in math outside of school.

Parents play the starring role in creating equality by example. Developing talents, regardless of sex is a parents main goal. In the future, where lifestyles may differ from those we know today, it will become ever important to promote an environment where children develop and

make choices not on the basis of an expected stereotype, but as a result of a skill, interest, or potential that has been nurtured from their childhood.

Girls no longer are forced to choose between nurse, secretary or school teacher for their career. Now the world of opportunity is open to them but we need to change not only the environment at home, but also at school to enable them to achieve their new found careers. By removing sex role expectations we leave the door of opportunity wide open for our children.

Specific Strategies

According to Flynn and Chambers (1994) there are nine steps that can be taken to create a bias- free classroom. The first step involves videotaping the class to see how often the instructor interacts with the boys and girls of their class. Teachers need to be aware of the amount of time they spend with each sex. To keep the class bias-free, teachers need to call on students by name, and not acknowledge those students who call out answers. Also, when calling for volunteers, the students who raise their hand first should not always be the first ones called on. Chances are, the students who raise their hands first are boys. In the class, integrate classroom assigned tasks. Both boys and girls can move chairs and desks, water plants and erase the board.

Streitmatter (1994) enforces this idea by stating that teachers need to treat boys and girls equally both in quantity and quality of interactions. Teachers need to interact with boys positively to off set the number of times they interact with them negatively (Streitmatter, 1994).

Teachers should use cooperative learning to foster cross-sex grouping and noncompetitive interaction. Groups need to be structured and monitored so that no one sex dominates. Tasks should be assigned on a rotating basis to give girls experience in leadership roles.

Research suggest that girls learn better in an educational atmosphere that emphasizes groupwork rather than competition. Cooperation encourages better learning results for all students. Collaborative classrooms reinforce peer interaction where students learn about one another according to individual characteristics rather than the gender stereotypical ways.

Teachers need to be sure to point out stereotyping in textbooks, films and other materials. These should be pointed out to students and students should be asked to report instances of

gender stereotyping that they see. Teachers need to try to balance curriculum materials and classroom displays to provide for role models for both sexes. Speakers should be invited who provide nontraditional occupations. Nothing challenges students stereotypes like women who are mechanics or police officers or men who are kindergarten teachers or nurses (Flynn & Chambers, 1994).

Students who are seated closest to the teacher tend to participate more in the learning activity than students seated on the outside. Some suggestions to correct this problem include, moving the site of instructions through the period or day. This way students take turns being involved in the closely contained action zone. Teachers need to emphasize interaction with both small groups and the entire class and avoid groupings that become gender segregated.

Teachers discussing gender concerns with their students, and talking about issues can help children take the first step toward a lifelong commitment to gender equity. Teachers who demonstrate sensitivity toward gender issues in their teaching carefully and intentionally choose methods that will further their pursuit of gender equity.

In the area of language, words, as well as tone of voice send messages to the students about gender inequity that the students integrate into their understanding of a content area. Teachers need to carefully select words when teaching because they are sending messages about attitudes toward gender. Language should be selected that clearly represents both genders. For example, using words such as Congressperson and police officer initiate gender equity. Calling a room full of students, students instead of guys erases the emphasis of a male dominant atmosphere.

Public schools can take a lesson from private all girl schools when it comes to improving girls self-confidence in the area of math and science. Strategies that relate math skills to every day experiences help girls relate to math concepts. Examples of this strategy include; balancing checkbooks, managing homes, designing architectural layouts, selecting building materials and applying geometric concepts to such uses as wallpapering rooms.

When elementary teachers were trained to eradicate gender bias the girls became more

assertive, and the gender gap in calling out disappeared (Sadker & Sadker, 1990). This is evidence that gender bias is not a necessary condition, and with training can be alleviated in the classroom.

To reduce the cost to schools that are already financially strapped with mandates from state and federal programs, many school can use funds from parent organizations. PTAs can pay for videotaping classrooms so teachers can see what they are doing. If educational research is any guide, even the most progressive teacher will be stunned at the gender bias they will see in their teaching.

Some other ideas that public schools can emulate would be to make sure assigned reading includes women authors and heroines. The rite-of-passage stories, so important to adolescents, need to include girls as well as boys.

Science texts should also be examined to see that girls are shown doing experiments as often as boys. Facilitators should check history books to see if they relate history to men, wars, elections and economic cycles, or if they depict the history of an entire era, in which women play critical roles as pioneers, social reformers, inventors and entrepreneurs. With folktales a teacher could switch the he and she characters with the gender evenly represented in situations. When steps like this are taken students are less likely to see the male nurse or the female firefighter as an oddity. Teachers, when incorporating information about women must try not to include it as fragmented or used as an add-on in a lesson. The instructional material must equally represent girls and boys. Enhance the experience of girls in a content area traditionally considered masculine by drawing females into the class discussion more than males.

Guidance counselors must encourage girls to pursue physics, chemistry and the higher levels of math. They need to join forces with faculty members to make sure that career days feature women scientists and mathematicians, and that girls are encouraged to attend summer science and math enrichment programs.

"Gender specific interventions should be made as early as junior high/middle school. The decision whether or not to take algebra is usually formulated during these years. Schools need to

develop programs that show girls that algebra can be fun and that they can succeed in advanced mathematics curricula" (Pritchard & Mesner, 1996, p. 42). Special attention should be made to encourage girls to enroll into technology career oriented courses during their sophomore year in high school.

> Public schools and the communities they serve need to commit themselves to the proposition that all children deserve an equitable education, but reform will not come about until teachers, administrators, and schoolboards, as well as parents and children, develop a much deeper and broader understanding about how schools discriminate against girls. The goal should be to produce students-both boys and girls who emerge from the educational process as leaders and as smart, confident individuals. (Mann, 1994, p. 4)

Solutions for the School System

A study by AAUW recommends that each school district analyze its enrollment data to interpret the number of boys and girls that participate in each level of different course areas. If numbers are unequal the district can determine contributing factors and seek possible solutions.

Training teachers to be aware of gender inequity can help them address the problem. Something as simple as waiting a few seconds longer than usual for answers allows students to give more thoughtful responses and stops the " noisy, impulsive students, who usually are boys, from dominating the class" (Beck, 1995, p. 93) .

One of the avenues to end gender inequity can be found in the organization called Gender/Ethnic Expectations and Student Achievement (GESA). It is a staff development program which is "designed to raise teachers' awareness of their own expectations and the ways they communicate biases through their actions and reactions toward students" (Center for Sex Equity, 1990, p. 1).

When college teachers participated in gender bias workshops and were compared to a control group that did not participate, striking differences emerged. In the control group's classroom, 50% of the students who did not speak were female. In the classroom where the instructors were trained for gender equity only 7% of the students did not speak and they had equal

participation from both male and female students (Riles, 1993).

Vocational educators now are working to create in their students a new perception about reaching one's full potential regardless of gender. Vocational schools and community colleges are recruiting women into nontraditional vocational courses (McBride-Bass, 1993).

Voices of Change

In History, real change has always come from the oppressed, the minorities, the small voices that link together to make a loud voice.

> The real power to end gender discrimination, then begins in girls' voices. If educators help all young people to resist discrimination and voice their feelings then there is potential for societal change. Perhaps the "voices" could be used through participating in textbook choices, in protesting sexist language, and in demanding equitable treatment and opportunities in curricula and societies. (Masucci,1995 p.42)

A young group of girls who found their voices began making a difference through a club they established at a local middle school. These young women formed a club called the "Glass Slippers." This group of seventh and eighth graders met twice a week and discussed problems of gender discrimination as well as attempted to raise the consciousness of classmates, parents and other adults, particularly in the areas of math and science. The Slippers used their voices through activities such as oral presentations at local clubs, a local university's teachers education classes and at the county fair. Their efforts were met with positive changes (Wylam, 1994).

Project Objectives and Processes

Through increased instructional emphasis on issues of gender equity, during the time period of September 1996 to December 1996, the first grade students from the targeted class will increase their awareness of gender issues as they examine personal values, career opportunities and their choice of playthings. These changes will be measured by an observation log and pre and post survey questions.

As a result of instructional emphasis on women's contributions to American History, during the period of September 1996 to December 1996, the third through fifth grade students

from Site A will increase their ability to identify famous American women as measured by a post survey, contest involvement and library reading participation.

Freshman and sophomore students at Site B will have a better grasp of the role women have played in history as a result of the increased exposure they will receive about what women have achieved and contributed in the past. The students during the first semester, September 1996 to January 1997 will receive materials discussing women's contributions to society. At the beginning and end of the semester students will be asked to identify the number of women they know that have contributed to society. An additional, though not a necessarily measurable benefit, will be increased self-esteem from the realization that women have continually held important places in society and have added to the richness of our culture.

At Site B, after emphasis on the need for equality in athletics during September 1996 through January 1997, the number of girls participating in elite athletic classes have increased by one-third. These changes have been documented by teacher records and participatory journals. An unmeasurable benefit has been an increase in the female athletes self-esteem and realization that they are athlete on an equal footing as their male counter parts.

At Site B the lack of equity in athletics for girls has been brought to the attention of the administration and newer facilities are being implemented in the next five years. This is an additional benefit that is a result of the heightened awareness of the inequities felt by girl athletes and their parents and staff at Site B.

In order to accomplish the terminal objectives above, the following processes are necessary:

1. Materials that increase knowledge of women in history will be developed.

2. A series of learning activities that address gender bias issues will be developed for targeted students.

3. Curricular units reflecting this topic will be constructed.

4. Increase opportunities for women in careers and athletics will be emphasized.

Project Action Plan

Our first step to erase some of the problems of gender inequity at Site A and B began with a survey to locate the specific problem areas. All of the researchers on this paper provided students with a survey to discover how much they knew about gender inequity at home, in history and at the work place. Each member of the research team teaching in the traditional classroom will be creating a unit that addresses the issue of increasing awareness of women's role in society.

The first researcher of Site A will develop weekly lessons with a selected first grade classroom to promote gender equity. Targeting issues such as personal values, career aspirations, and playthings, these lessons will promote an understanding of gender bias as the students learn to recognize and refute the attitudes and behavioral traits associated with sex role stereotyping. Interventions will also focus upon career opportunities now available to men and women, and how, regardless of gender, both boys and girls can aspire for similar careers. In the last weeks of intervention, this researcher will help children to examine their world of toys, helping boys and girls to recognize how sex-role stereotyping is evident in their choice of playthings. This researcher hopes to provoke thought as the children begin to explore their motives for wanting particular toys, helping them to become aware of how sex role stereotyping plays a major role in determining how we choose toys for ourselves and as gifts for our friends.

Through these weekly lessons, this researcher hopes to provide an environment where children act, make choices, and play not as a result of sex role expectations, but as a result of personality, interest, and potential. To assess the impact of these lessons, this researcher will monitor and document changes through observation by the administration of an attitude chart, and by pre and post survey questions.

The second researcher at Site A will be formulating a unit that addresses women in American History. Students will take a pre-test in grades three through five. Then they will be given a study packet to inform them about women who have contributed to the development of the United States. Students will then take a posttest to verify their learning. Students with the top score will participate in the school wide "bee". To also prepare the students for the bee the library

will be graphing the number of female biographies read by the students and encourage them to read about women.

The first researcher at Site B will be writing and implementing units that focus on women's contribution to world history through out the year. Students will examine the role women have played in history and discuss their rights and experiences for each unit covered. Students will be tested on the information in each unit. This is just a start, next year, instead of treating women as an add on to a unit , this researcher hopes to have curriculum that focuses on women only. Students will also be exposed to the role women play in United States government. Students will read about the First Lady and other important females.

Both researchers at Site B are involved in athletics and will work to encourage girls to participate in sports. They both will try to address the inequities between sexes in school athletics. Researcher two at Site A will specifically encourage girls to be involved in sports beyond High School. This researcher will also select a number of students to keep a journal about bias they face in Physical Education classes. This information will be shared with co-workers.

All members of the research team will encourage their schools to have an inservice on gender inequity to increase the awareness of other teachers and administrators of the problem. Each member will address the issue of gender bias with their co-workers in an attempt to make them aware of the problem and their contribution.

The first researcher at Site B will attend a seminar about gender bias, and collect information about creating a Women's Studies class. Each reseacher will create a display on women in history or sports. Each reseacher will offer students extra credit to create a bulletin board/poster that acknowledges important females.

All of the actions combined will hopefully address the problem of gender bias in both Site A and Site B. Bias is not something we expect to eradicate, but we are hoping to make inroads in awareness to lessen the problem.

Methods of Assessment

Both researchers at Site A and the first researcher at Site B will provide students with a pre

and post survey to assess the knowledge they have acquired regarding the role of women in society. The second researcher at Site A will be providing statistical information about class enrollment.

Researchers will be testing students and asking them to participate in written activities that shows their exposure to gender bias.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention and Results

We have studied the problem of gender bias in education and we have drawn up specific strategies that the researchers at Site A and Site B wish to implement. Our job now is to discuss what we did and the results of our interventions. Because we have been able to attempt to effect students from first grade to high school our last chapter will proceed in chronological order. We will focus on the implementation and results at Site A first tracing our role from first grade to the fifth grade. We will then discuss what the researchers at Site B attempted and the results they achieved. One of the most important results from this study and the actions that we have undertaken as a result of this paper is the increased awareness of the role gender plays in both our homes and at school. Though it is immeasurable this study has greatly effected our lives, and those of us with female children, we really hope this study will have a positive effect on their lives.

Description of the Plan: Researcher 1 - Site A

Researcher 1 of Site A targeted a first grade classroom to teach lessons designed to promote gender equity. Three main areas were addressed; examination of personal values in regards to gender issues, career awareness/aspirations available to all people regardless of gender, and a study of "how" and "why" we choose toys and gifts for ourselves and others.

Laying the Groundwork

To begin this intervention it was necessary to enlist the cooperation and support of the classroom teacher. It was fundamental to the success of this program that the teacher be made

aware of the critical issues surrounding gender bias, and what could be done within the classroom to make it a more gender equitable environment. Information was shared with the classroom teacher regarding proposed gender equity activities planned, and the subtle ways she could amend the organization of the classroom, her instructional methods, and the first grade curricular materials to promote a more gender-fair classroom. (see Appendix B "Teaching Tips").

In order to execute many of the planned activities, it became apparent that the assistance of older students would be needed. These students would be used when the planned lesson involved reading or writing that was beyond the first grade level. This team of students was also used to monitor other activities, and assist wherever needed. Their effort and participation became vital to the implementation of many activities.

Planning this intervention program also included creating a list of both men and women in non-traditional career roles, and inviting them to speak to the children about their chosen careers, and the training and skills needed to perform their job each day. Reactions from these people were mixed. Some were uncomfortable about speaking in front of the children and declined the invitation. Others were very interested and receptive to the invite, but work and school scheduling conflicts made this aspect of the intervention difficult to arrange. Eventually this component of the intervention was abandoned.

To develop some baseline data, the students in the targeted first grade classroom participated in the completion of a Child Survey (see Appendix C). The fifth grade team was used to ask survey questions and write children's responses. Children who had already been surveyed and those waiting their turn were invited to participate in structured center activities. Choosing from play in the house center, assembling puzzles at the table, or building with manipulative at the block area, the students were observed to note their choice of toy and style of play.

Classroom Intervention Activities

Weekly lessons were developed to heighten awareness of gender stereotyping, examine sex role expectations regarding gender, and compare the children's sex role expectancies with those of others. The objective of this intervention was to help these students recognize that although

children are not all the same, the differences between them should result from varied skills, interests, and abilities rather than gender.

Personal values. Embarking upon this program of promoting gender equity, students were asked to draw a self portrait, and then chose, from a provided list of attributes (see Appendix D), those they felt best described themselves. The objective of this activity was to look for trends in the ways in which girls and boys viewed themselves. All chosen attributes for each boy and girl were tabulated and checked for commonalties in their response.

Personal values regarding behavioral traits. To heighten personal awareness of values regarding behavioral traits associated with each gender, the children participated in the following activity. Their task was to listen to a paragraph describing the behavioral characteristic of an unnamed person, and then mark an answer card to indicate if they believed the person described in the paragraph was male or female. The objective was to look for stereotypic trends that might emerge in the manner in which the children viewed behavioral characteristics within each gender. A class discussion followed this activity in which the children were able to discover their expectations of behavior as associated with gender, compare their expectations with those of others, and then "test" the reality of those expectancies through a shared class discussion.

Agree/disagree charting. To further explore the children's attitudes and beliefs as associated with gender, an Agree/Disagree Chart was administered (see Appendix E). Questions regarding children's attitude and beliefs about personality, physical, and behavioral traits were developed, as well as questions concerning career opportunities for both men and women. Following this activity, the children were invited to watch "Boy Meets Girl" from the video Free To Be You and Me. This short presentation recaps the misadventures as two babies meet for the first time in the hospital nursery, and attempt to figure out if they are in fact, a boy or a girl. This video will help to dispel many common stereotypes associated with the male and female role.

The Agree/Disagree Chart was also used as a post test way to document any changes in beliefs that might arise from participation in the implementation program.

Career awareness/aspirations. As an introduction to this unit, the students were divided

into cooperative groups and asked to brainstorm a list of as many different occupations as they knew. Each group was given a large sheet of chart paper, a marker, and the assistance of a fifth grade student to help with the spelling and writing of the given answers. The older students were not allowed to participate in any other capacity. This part of the activity lasted for fifteen minutes, and upon completion the leaders were asked to share the occupations as listed on their chart paper. When all lists were shared with the classroom, the children were instructed to return to their respective groups, review their generated list, and determine if the occupations named were ones that were primarily those of a man, a woman, or if either a man or woman could have that job. The objective of this lesson was to help children become aware of the career opportunities that were available to both men and women.

Does gender stereotyping affect career aspirations? To further examine the effect of sex role stereotyping on career aspirations, the students were invited to participate in the following activity. Provided with a large sheet of construction paper and markers, the children were asked to complete the following close sentence, "When I grow up I want to be a _____ because _____", and then draw themselves in their future career. Upon completion of the first side of the page, the children were then instructed to turn the opposite side of the paper and answer this question, "If I was _____, I would want to be a _____ because _____." They were then to complete this activity by drawing themselves in their opposite sex career. The boys were asked to consider what they would choose to be if they had been born a girl, and the girls the reverse. The objective of this lesson was to help children realize that gender role does not necessarily limit career opportunities. Both boys and girls can aspire for the same dream, and gender role should not be viewed as a barricade to reaching that dream.

Toys, gifts, and other playthings. In the following activity, the students were asked, to name and draw a picture of themselves engaged in their favorite type of play. Upon completion, they were then asked to predict that which they thought children of the opposite sex would most prefer to play and draw that person engaged in their predicted type of play.

Two Venn Diagrams were created to chart the results. The first diagram looked at boy's

and girl's number one choice of plaything, while the second diagram examined what each gender thought the opposite sex child would choose to play. Through an examination of the results, similarities and differences in play between the genders would be noted, and the level of accuracy boys and girls have in identifying the interests of the opposite sex.

The media and our choice of toys. To begin to better understand what motivates a child's interest in a particular toy or plaything, the children were invited to watch 30 minutes of taped toy advertisements taken from a several hours of TV viewing. These commercials represented the type of advertising children are most often exposed to during early morning TV viewing. The objective of this lesson was to help the children identify how advertising plays a role in helping to shape our interests in particular toys, and how marketing plays an active role in promoting the idea of gender specific toys.

Each commercial was analyzed for the type of toy being promoted, the gender of the child engaged in play with that particular toy, and the observed behavioral traits of the children as they were engaged in play with the advertised toy. The results would then be charted, looking for trends in advertisement.

Does gender stereotyping influence gift choices? In this activity, the students were asked to create a gift list including each person in their family. They were then arranged in groups of five. Each group was given a poster of 25 pictures of gift items ranging in cost from $1.00-$3.00. Each child was then given $10.00 in play money, and directed to "shop" for their family. The students were not allowed to make purchases that totaled more than their allotted $10.00.

The objective of this activity was to determine what type of gifts they chose for others, and whether gender stereotyping extends to "Mom", "Dad", "brother" and "sister". Upon completion of the activity, the students were invited to share portions of their list, and examine the "whys" of choosing that item for their family member.

A return to the play room. In the final activity of the intervention plan, the children were invited to return to play in the centers as they had done at the start of the program. This time, however, they were asked to chose a different center than the one they had originally picked. Girls

who had originally chosen the housekeeping center for play had to chose between the block center or the puzzle table. Boys who had played in the block area, had to then chose between the housekeeping corner or the puzzle table. The goal of the activity was to promote play in an area that was new or rarely played in. The children were then observed to note their style of play and interaction with others. When the activity was completed, a PMI Chart was developed. Positive remarks, negative comments, and anything they found to be interesting about play in their new center was charted.

Post Survey questions. In conjunction with the Agree/Disagree Survey, portions of the Child Survey were administered once more to look for documented changes in beliefs and attitudes. Questions regarding toys/playthings and home roles were asked once again, in order to note any changes from when surveyed at the start of the intervention program (see Appendix F).

In the Toys section of the survey, the children were asked once again to indicate their preference for particular play items. In addition to their personal preference, they were also asked to consider if that particular toy could be played with by both boys and girls alike. For example, question number one asked, "Do you play with dolls?" To that question the child was able to chose "Yes", "No", or "Sometimes" as an answer. The question which followed the first was, "Can boys and girls both play with dolls?" Here again the children were asked to respond by choosing "Yes", "No", or "Sometimes" as their answer.

The intent of this type of questioning was to look for discrepancies between their preference for playthings, and how they viewed others of their gender engaged in that type of play. Was it possible, for example, that boys would not engage in doll play, but feel it was okay for some other boy to do so? Would girls who did not play with cars and trucks give, or deny, their approval for others of their gender to do so? Results of this portion of the survey hoped to answer these questions.

In gathering information regarding home roles, the children were once again asked, "Who is responsible for....." the completion of specific household chores. The children were also asked a follow up question, "Who should be responsible for..." to note if there were any discrepancies

between the way it is and the way they think it should be.

Results:Researcher 1 - Site A

The following section of this paper will outline the results of the intervention activities. It will recap the highlights of the weeks of the program. Discussed will be a summary of the observations made, significant comments stated by the students, trends noted, and a comparison between pre and post survey results.

Results of Intervention Activities

Upon completion of each lesson, the results were studied and analyzed to help better understand how the boys and girls in this classroom viewed gender related issues, and help to dispel any stereotypic trends which might emerge as a result of sex role expectancies.

Personal values. Results of this activity revealed that when first surveyed, 54% of the boys and 66% of the girls view themselves as "happy". Differences emerged, however, as the majority of boys also choose "fast" and "cool" to describe themselves, whereas girls saw themselves as "kind" and "nice." Results of the first activity showed differences by gender in the manner in which these children viewed themselves.

Personal values associated with behavioral characteristics. After participating in this activity, the children were encouraged to share their answers regarding their view of behavioral characteristics of each gender, compare their expectancies with others, and then test the reality of their sex typed expectancies as we compared answers at the completion of the activity.

The lively, somewhat heated discussions that followed activities such as this became the primary way in which many students began to reject their more traditional ways of thinking and begin to consider a new train of thought. In discussing courage as a behavioral quality one little boy in the classroom remarked, "I didn't know this before, but maybe little girls could be brave too."

A more disturbing trend was noted as well. For many children it seemed impossible to give up their stereotypic sex role expectation. Some children were observed to refute stories which did not seem to align with their expectations of behavioral traits. Boys were also noted to be

"loyal" to their own gender when stereotypic behavioral traits were discussed, and provide supportive comments and cheers to reinforce stories which promoted boys as courageous or protective.

Agree/disagree charting. Loyalty according to gender lines was seen as the results of the Agree/Disagree Survey were tabulated. Both boys and girls rated their gender as being more patient, better able to keep secrets, better able to stay out of trouble, and more proficient at sports. Boys saw themselves as far braver than girls, and girls responses showed a split on that opinion. Both boys and girls did agree on career choices, by affirming that boys can grow up to be nurses, and girls can grow up to be firefighters

Career awareness. When asked to think of a list of all the different jobs available today, the students demonstrated a great deal of awareness and flexibility in naming occupations. Their wide scope of response indicated that their knowledge extended well beyond the stereotypic jobs like, "fireman, policeman, teacher, and nurse." In addition, the majority of children were observed to be equally knowledgeable about the opportunity for either gender to perform the targeted job. There were, however, a few who were fixed in a more stereotypic point of view. These students saw women and men capable of performing only certain types of work. For example, in the discussion which followed this particular activity, one first grade boy stated, "Only girls can grow up to become teachers." To that one of the fifth graders remarked, "That's not true, there's a fifth grade teacher at this school who is a man." Unfortunately, even when presented with evidence to the contrary, the little boy did not sway from his original conviction.

Gender based career aspirations. When the first graders were asked to identify and write their future career choice, 100% of the students abandoned those dreams and chose an alternate occupation when faced with the prospect of being the opposite gender. In no instance did any of the first graders retain the same career aspiration for themselves when their gender roles were changed. One little girl wrote, "When I grow up I want to be a singer because she is pretty." On the reverse side she wrote, "If I had been born a boy I would be a fireman because that's a boy's job." Upon sharing her picture with the class, she was met with overwhelming objections from

her classmates. The children were quick to point out to her that a firefighter could be a "boy's job" as well as a "girl's job." Their objection indicated their understanding and willingness to accept both men and women in that role. It was interesting to note, however, that in no instance did a boy or girl personalize that objection. Boys who wanted to become a fireman when they grew up changed career choices to "teacher" and "mall worker" if they had been born the opposite gender. Similarly, girls who had chosen "nurse" and "vet" as their future careers, changed direction to want to be a "fireman" had they been born a boy.

Upon completion of this particular activity, the first grade teacher happened to ask one of the fifth grade girls what she hoped to be when she grew up. To that she replied, "I want to be a vet." When asked what would she like to be if she had been born a boy she replied, "A vet, ...I wouldn't change. I can be whatever I want to be."

Toys, gifts, and other playthings. In examining the results of preferred choice of play, it was revealed that the boys and girls in this classroom have a wide scope of interests.

Diagram A depicts what each gender targeted as their favorite activity or plaything. Diagram B, depicts what the boys and girls thought the other gender would most like to do. Answers on the two charts were then compared to look for commonalties in response. In the examination of the two charts, it was noted that the girls in this classroom were better able to target and name the opposite gender's interests. In six of the twelve responses, the girls were able to name the play thing or activity the boys had named when listing their favorite play. The boys, however, did not do as well. Out of the eleven boys who participated in this activity, eight of them chose a Barbie doll as what they thought would be the favorite plaything of the girls. When that answer was compared to the actual responses on Diagram A, it became obvious how wrong that prediction was. Out of the twelve girls who participated in this activity, only one had chosen a Barbie doll as her favorite plaything. (see Appendix G).

Gift giving. In analyzing children's choice of gifts, there appeared to be more gender stereotyping when purchasing gifts for "Dad". In both the boys and girls lists, "Dad" was the number one recipient of the snow blower, exercise rower, and the lawn mower. In no case did

dad receive a household appliance like a vacuum cleaner or microwave oven.

On the other hand, over 70% of the boys and girls participating in this activity chose "Mom" as the recipient of the vacuum cleaner. It was interesting, too, that the remaining 30% of the children "bought" Mom a snow blower or a lawn mower.

As the children shared their purchases with the classroom, it provided an opportunity for children to hear from their peers why, in some cases, a snow blower was purchased for Mom. As these children discussed Mom's responsibility for maintaining a clean driveway or sidewalk, other children became enlightened to the fact that this chore is not exclusive to the male domain. The children, were not, however equally receptive to the idea of Dad being responsible for cleaning the rugs. The message was clear - the vacuum cleaner was not appropriate for Dad, but it was okay to cross traditional gender lines for Mom.

Play center observation. When first observing the first graders engaged in play, it was noted that their play evolved along stereotypic lines - most boys choosing the block area, and the overwhelming majority of girls asking to play at the house center. Boys were observed to interact minimally with one another, and most worked independently to create towers or build castles. When interactive play was noted it often had an aggressive undertone as legos became guns, and castles became attacked by the vinyl animals kept in nearby baskets. The girls were more interactive in play, assigning roles, (i.e.. "Mom", "Big Sister", "Aunt", "Grandma", "Little Sister", etc. help coordinate their more interpersonal mode of play).

On the last day of the intervention program, the children were invited to enter the playroom for a second opportunity to note their choice of toy and observe their style of play. This time, however, they were instructed to choose a new area for play. The vast majority of boys had originally played at the block center, and now they had to choose between the housekeeping corner or the puzzle table. Likewise, most of the girls had played first in the house keeping center, and they now had to choose a new area for play.

For most children, there was little hesitation in choosing a new area. The choices were well defined, and although their preferred area of play was unavailable, they were able to chose

from the remaining areas. Some children were not as flexible, and they attempted to plead and be permitted to return to more familiar grounds. Two boys were actually unable to chose a different area, and asked to return to their classroom when not allowed to go to the play area they liked best. Those students were asked to stay and observe the others engaged in play.

The majority of girls chose the block center for play. As compared to the boys play in this area, their style was more interactive. They were observed to be working together, helping one another to build towers or construct castles. Their play was more quiet and less active than the boys had been, and at no time were the vinyl animals observed to attack the constructed castles.

Over at the housekeeping center they boys were loud, active, and somewhat aggressive in their style of play. Pots and pans were being slammed around, and the dolls were treated roughly. No nurturing was noted in their play with dolls. The housekeeping corner did promote more interactive play, as the boys attempted to assign roles to their play.

Upon completion of the activity the children talked about what they liked and didn't like about their play area. On the positive side, two of the boys expressed their enjoyment at playing in the housekeeping corner. One stated that he enjoyed cooking, while the other one said, "I like playing house and getting crazy." One little girl said, "I liked playing with blocks and building things."

On the negative side, another boy commented, "I don't like playing with babies, and I would never play with dolls." One girl who played at the puzzle table said, "I didn't like the puzzles, they were too boring." In regards to block play, two other girls shared their feeling with the group. One remarked, "The blocks were okay, but I'd never play with them again." Whereas the second girl said, "I didn't like it when the blocks got all mixed up."

Post Test Results

Agree/disagree chart/ child survey information. The Agree/disagree chart, was administered once more to note any changes in beliefs or attitudes since the onset of the intervention program.

Results of the Agree/Disagree Survey showed some change in attitude by both boys and girls in almost every area questioned. These changes in many case were slight, but reflected a more

positive understanding of gender roles, and negated some of the stereotypic ideas associated with each role (see Appendix H).

Figures 3,4,5, and 6 depict the results of Questions 9, 10, 2, and 7 of the October Agree/disagree survey as compared to the December results.

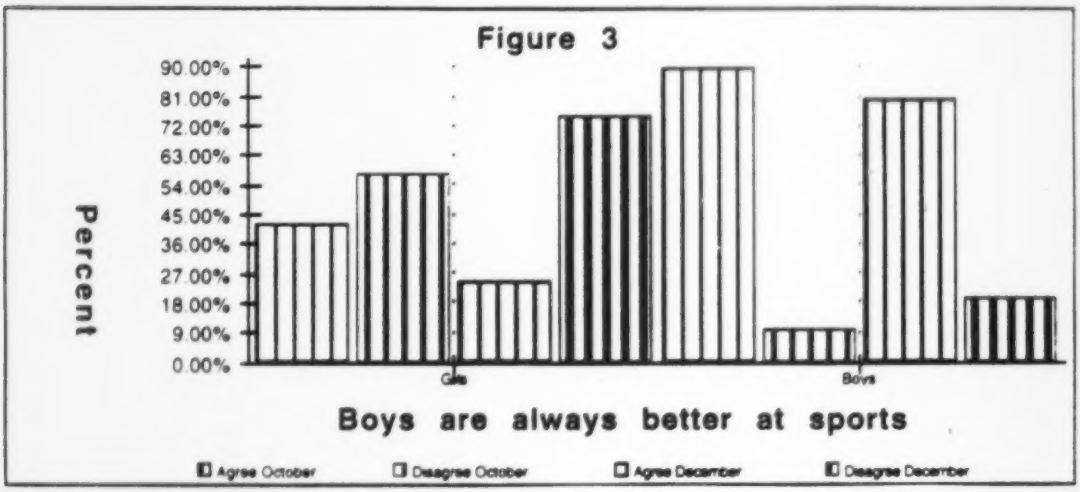

Figure 3. Depicts results from October/December Agree/Disagree survey chart in response to, "Boys are always better at sports."

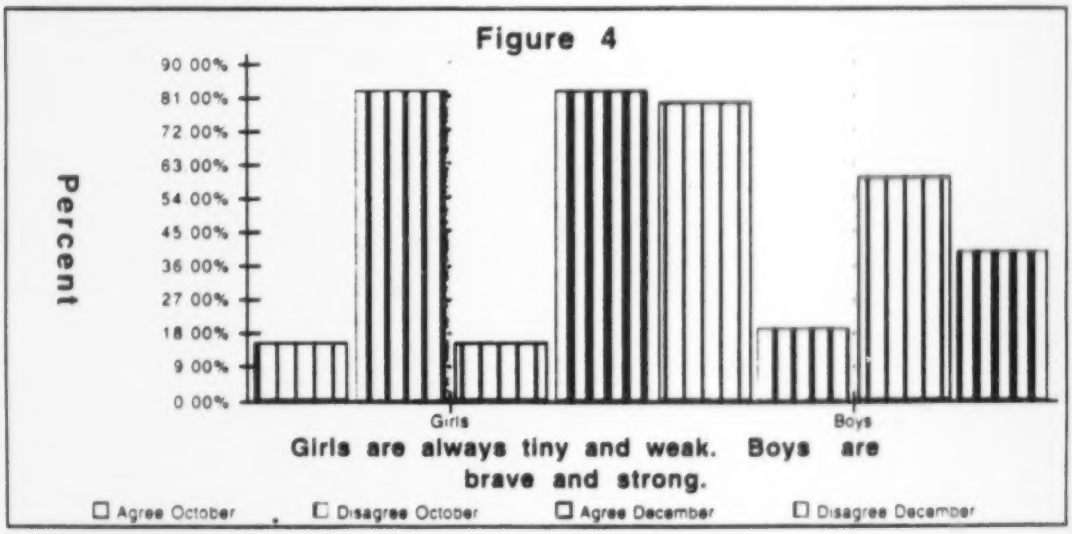

Figure 4. As compared to the October responses, when surveyed again in December, a higher percentage of boys disagreed with the statement, "Girls are tiny and weak. Boys are brave and strong."

Likewise, as shown by Figure 5, many of the girls continued to see themselves as more patient and, as shown by Figure 6, less likely to be troublemakers. But here again, a growing minority of girls were beginning to questions these characteristics as exclusive to the female gender.

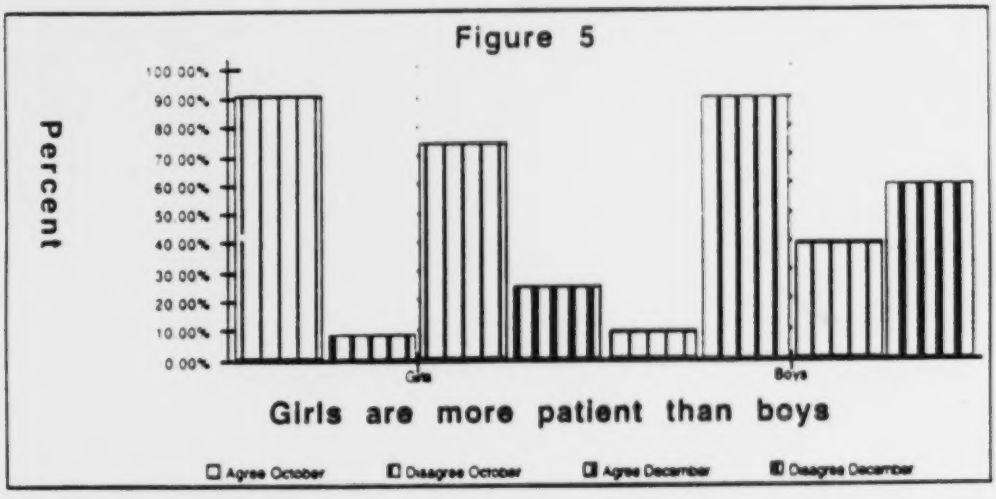

Figure 5. Depicts the results from the October/December Agree/Disagree survey. When asked a second time, fewer girls agreed with the statement, "Girls are always more patient than boys."

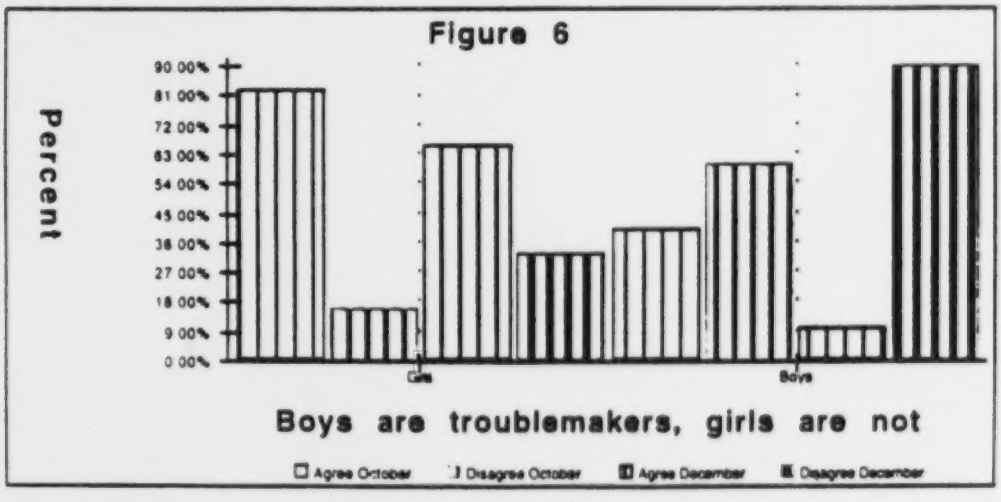

Figure 6. Reveals the responses from the October/December Agree/Disagree survey. Results show fewer girls believing that "Boys are troublemakers, girls are not."

Survey results - toys and playthings Looking back at the results of the September Child Survey it was noted that the boys in this classroom were more gender stereotypic in their play. One hundred percent of boys surveyed indicated that they did play with cars, trucks, and legos, while only 36% indicated their willingness to play house, and a very small percent (18%) said that they played dress up.

Girls indicated they played primarily along gender lines as well with 100% of the girls surveyed responded "Yes" to playing with dolls, house, and dress up. Girls, however, then appeared more willing to cross stereotypic gender lines with 83% of them indicating that they also played with legos and 42% of the girls surveyed responded "Yes" to playing with cars and trucks. Results of this portion of the survey suggested that it was more acceptable for girls to play with "boys toys" than the reverse.

Upon completion of the intervention program, questions regarding choice of toys and playthings were administered once again. The students were asked to indicate their willingness to engage in play with particular toys, and how, in general, did they view that kind of play appropriate for both boys and girls alike. The intent of the post survey was to look for changes in personal preference of play since last surveyed, and note any discrepancy in response between their willingness to engage in that type of play, as compared to how they felt about any boy or girl playing with that particular toy or plaything.

As shown in Appendix I, the student's responses continued to be divided along gender stereotypic lines. Girls continued to score the highest in the "Yes" column for playing with dolls, dress up, and playing house, whereas boys continued to get the highest number of "Yes" responses for the questions regarding blocks, legos, cars, and trucks. Girls, however, were once again more willing to cross traditional gender lines of play.

It was interesting to note, however, that the majority of both boys and girls agreed that most toys were gender neutral. According to their responses they felt both sexes could, if they chose to, play with any toy or plaything questioned. In other words, many of them felt it was okay for someone of their own gender to cross stereotypic play lines, but this more liberal attitude

did not apply to them.

A further examination of the results however, reveals that there was no toy or plaything that 100% of the children believed appropriate for both boys and girls. A smaller minority of the children continued to remain steadfast in their belief that "boys do not play with dolls" and "girls do not play with cars and trucks."

Survey results - home roles. In regards to the completion of home chores, some interesting trends were noted. As shown by Appendix J, not only were boys and girls in agreement that "Mom" continues to be the primary figure in charge of cooking dinner, but an even higher percentage believe that "Mom" should be the one responsible for that chore. Likewise when asked, "Who cuts the grass?" a similar response for "Dad" was noted. According to these results, the children remained steadfast in their beliefs concerning the sex role division of these chores. When asked, "Who pays the bills?" the majority of children responding still saw "Dad" as the primary figure. Also when asked, "Who cuts the grass?" and "Who pays the bills?" both boys and girls agreed that Dad is and should be the one most responsible for that chore. It was interesting to note, however, that in the last two chores mentioned, a higher percentage of the girls thought that both Mom and Dad should share in that chore, whereas the boys did not see this as a shared task.

Changes were noted in the areas of "Cleaning House", "Shopping", and "Washing the Dishes." In each of these chores, it was noted on both boys and girls surveys alike an increase in Dad's participation when asked, "Who should be responsible for...?"

Description of the Plan:Researcher 2 -Site A

Researcher 2 of Site A targeted 2 different groups with the intention of heightening awareness of gender issues. The first group selected was the students of the third, fourth, and fifth grade classes at Site A. The planned intervention was to expose them to famous women who have helped mold the history of America. Because history books are weak in this area and American history is often not taught until fifth grade or later, these students were very unfamiliar with any people, and women in particular, who have contributed in positive ways.

The second group targeted was the entire group of teachers and staff in the building. Since

all school personnel deal with children on some basis, they all needed to be aware that their comments and actions may be, and most likely are, contributing to the perpetuation of gender bias. This intervention served as more of a gentle reminder to be conscious of how school staff speak to and treat students according to gender.

Student Intervention

The student intervention started with a pretest where each classroom of third, fourth, and fifth graders were asked to list as many famous women as possible. Famous athletes and entertainers could not be included in their list. The students could not work together or get help from any other resources, including their teachers while completing this pretest. Responses without a first name, for example, Mrs. Lincoln, were not accepted. These pretests were collected by the classroom teacher and returned to the researcher until they were to be used again.

The following week all students and teachers were provided with a "Women in History " study guide (see Appendix K). This guide consists of the names and biographies of 35 American women. The names on the list range from politicians, doctors, artists, abolitionists, authors, lawyers, civil rights leaders, and astronauts. Some of the women were alive as early as the 1740's, where many are still active in their field of work today. The guide was written, reproduced, and distributed by the researcher.

When receiving the guide, Researcher 2 instructed each class to read and study the information. The students were given two weeks to learn the information and prepare for a matching test. All teachers in the building as well as the parents of the targeted group were made aware of the time frame and were encouraged to help these students learn the material and prepare for the test. Classroom teachers were provided with suggestions of methods for how they could use the study guide for regular classroom instruction. The suggestions varied from memory games, parts of speech searches, note-taking skills, math computation, and much more. One purpose of the test was for the top scoring students to qualify for a school-wide "Women in History" Bee to be held four weeks after the distribution of the study guides.

In order to help the students prepare for the test and the bee, the researcher and the school

library aide arranged for a reading contest between the targeted classrooms. Students were encouraged to read as many biographies about famous women as they could in a four week time period. The books could be from the school library, a classroom library, or the student's own collection of books. The choices were not limited to the 35 names on the list and they could include athletes and entertainers.

A graph was set up in the library with a space for each of the eleven classrooms. As students read, they could fill out a card with their name, their teacher's name, and the name of the person about whom they read. Each card was added to the graph above their teacher's name so that students could observe the growth of the graph. The winning class at each grade level received popcorn during their library time the week following the contest.

After two weeks of preparation, each student was given the matching test. The test consisted of two columns. One column listed the 35 names in random order, and the other column gave a brief clue for each person from the original study guide. The students were instructed to match the name of the person with the corresponding clue. Teachers were asked to have students move away from each other and monitor the test to insure validity. All tests were then returned to the researcher.

The following day, the 26 students that scored 14 correct or higher were informed that they had qualified for the "Women in History" Bee. They met with the researcher and were given information about the bee. Questions were asked and answered about the details of the day. Students were told that they would have another two weeks to further prepare for the bee.

On the day of the bee the 26 students were seated on the school gymnasium stage in front of the rest of the third, fourth, and fifth grade students and teachers. Three staff members also sat on the stage to act as judges as well as assist in the running of the bee. Each student wore a number around their neck and they were seated in numerical order. In order, each student approached the microphone at center stage. The researcher asked a factual question from a prepared list of questions (See Appendix L). If they answered correctly, they went back to their seat until their turn in the next round. If they answered incorrectly, they returned their number to

the judges, picked up their certificate of participation, and took a seat on the gymnasium floor. This process continued until only two contestants remained. The winner was the person who could correctly answer two questions in a round following the incorrect answer of their opponent.

Following the school's winter break, the targeted students were given back their original list of famous women that they had made three months earlier. They were told to make a new list following the same directions as before. They could use the names from their previous list and were to add as many more names as possible. Again, the lists were returned to the researcher.

School Staff

The interventions for the school staff were less structured and delivered more gently. Teachers often believe that they are not guilty of gender bias and therefore resent the implication that they need to examine their comments and actions. The attempt to influence teachers and staff was on a broad basis where national statistics were shared rather than narrowing the scope to those in the building. The researcher's intention was also to reach the teachers through the students. If the students were learning about 35 famous women, inevitably some of the information would transfer to the teacher.

When the students received their "Women in History" study guides, all of the teachers also received their own copy. The classroom teachers of the targeted group were given a lengthier, more detailed biography of each of the 35 women for their own use. They were encouraged to use both guides to enhance and enrich the lessons they were teaching for the four weeks that the students were studying for the bee. As mentioned earlier, the teachers were given many suggestions of how they could utilize the guides for teaching all subjects.

In order to make teachers more aware of the frequency and the degree of gender inequities in their classroom, weekly "Did you know...?" flyers were put in the mailboxes of all school staff. The flyers briefly stated facts about gender bias in classrooms and gender inequities in schools due to teacher actions. These flyers were received by the staff every Monday morning (See Appendix M).

Several of the specials teachers were asked and agreed to integrate women's history into

their teaching. The Art Awareness teacher featured Georgia O'Keeffe as the artist for the month of December. Students were encouraged by the library aide to read biographies about women for the contest. She also decorated a bulletin board with the names and pictures of famous women and provided fact cards for each. The physical education teacher posted a large assortment of magazine photos of women involved in athletics outside the school gymnasium. In the school computer lab, a web site address for information in women's contributions to American history was provided by the computer aide for students with internet access.

Following all teacher and student interventions, the eleven classroom teachers of the targeted group were asked to fill out a post-survey about their reactions and opinions of all interventions (See Appendix O). These teachers were asked about their feelings concerning the materials provided to them, the support provided, their interest in the topic, their student's interest in the topic, and any changes in thinking, teaching, or point of view they may have made during the entire process.

Results:Researcher 2 -Site A

Students

Students were asked in October and again in January to list as many famous women as they could. In October, before any intervention, the average number of names listed by third grade students was one. The average in grades four and five was two. The overall average of the targeted group was two names. Figure 7 depicts averages by individual classroom.

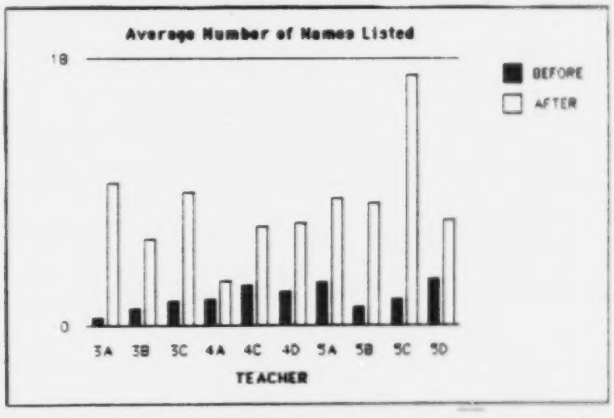

Figure 7. Before and After averages of famous women lists per class.

Following the intervention, the classroom averages ranged from just three names in the classroom 4A, to an average of seventeen in the classroom of 5C. The average of the entire targeted group was eight names. This shows an average growth in all classes of over six names. See Figure 8 for before, after, and overall growth statistics for individual classrooms. There are no statistics provided for classroom 4B. It was clear to the researcher that there must have been sharing going on in the class when students were filling out their surveys. The first three answers on nearly all of the papers were the same. It was reported by another adult who was in the room at the time that examples were given aloud and that there was student sharing going on.

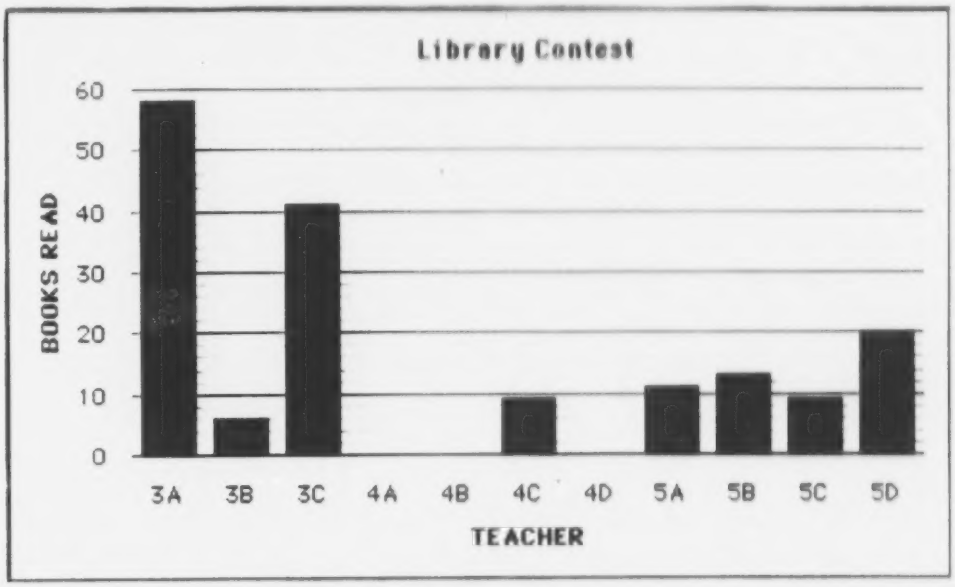

Figure 8. Number of books read for the library contest.

Participation in the library biography contested varied to a great degree. In the third grade classes, class 3A read 58 books, class 3B read six books, and class 3C read 41 books. Three of the four fourth grade classes did not participate and read no books during the duration of the contest. The other fourth grade class read a total of nine books. In the fifth grade, class 5A read 11 books, class 5B read 13 books, class 5C read 9 books, and class 5D read 20 books. See Figure 9 for class totals.

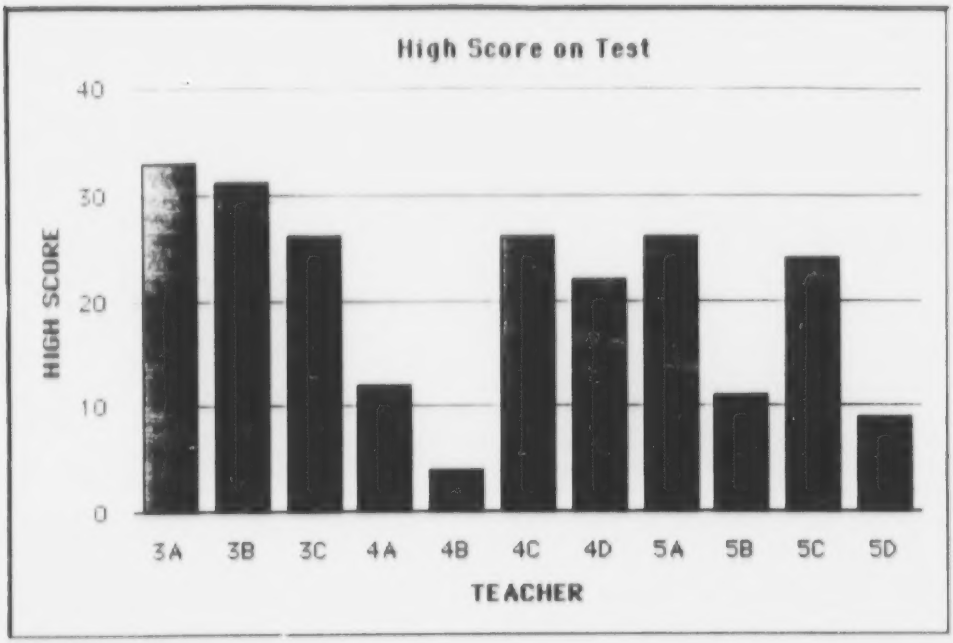

Figure 9. Highest score on test by class.

After the students took the test to qualify for the bee, a connection between books read in the library contest and the number of qualifiers per class became clear in the third and fourth grade classes, but there was little relationship in the fifth grade classes. In the third grade, classes 3A and 3C each had 6 students qualify, and each class had read over 40 books. Class 3B had one student qualify, and that class read only six books. Classes 4A and 4B read no books and had no qualifiers. In fact, the high score on the test in class 4B was only four points. Classes 4C and 4D each had one student qualify for the bee.

The connection in fifth grade was not as direct. Even though class 5C only read 9 books, they had 10 students qualify for the bee. The other three fifth grade classes read more books than 5C, but 5A had one qualifier and 5B and D had no qualifiers for the bee. Figure 10 shows the bee qualifiers by classroom.

The "Women in History" Bee took place as scheduled. The 26 students scoring higher than 15 on the test were prepared for the event on that day. After answering over 200 questions, a winner and runner-up were determined from a fifth grade class. All participants received a certificate for their efforts and the two winners received trophies. Newspaper reporters and photographers were present at the event also.

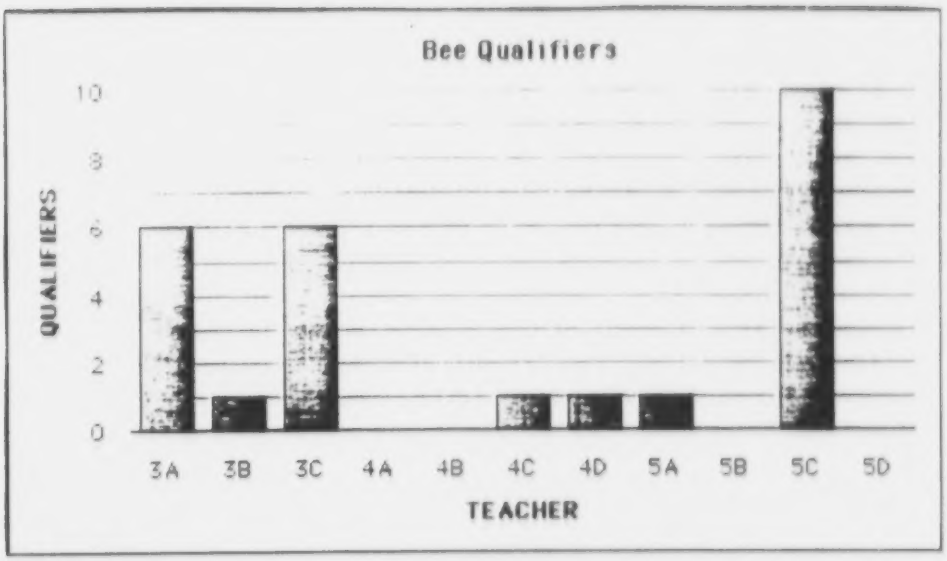

Figure 10. The number of students qualifying for the bee by class.

Teachers

The final overall reaction of the participating teachers was mixed. If the teachers utilized the materials, took class time to reinforce the information from the study guide, and encouraged students to participate in the library contest and to study for the bee, their students seemed to have some degree of success with all of the events. A few teachers, however, seemed to have more of a negative attitude and in turn their students did not gain a great deal.

Most of the classroom teachers felt that they could successfully utilize the materials provided, but some commented on the lack of time to implement yet another curricular topic. Teacher 3C said she expanded the guide to make a matching game with her class. Teacher 4B expressed that she felt that this was merely memorizing of facts, and that she " is not a great fan of memorizing facts in any realm", and found the materials ineffective.

A wide variety of techniques were reported as being used to help make the project successful. Teachers 4A, 4B, and 4C gave minimal assistance to their students. They reported giving reminders in student's assignment notebooks, encouraged them to read books about women, and encouraged participation. There was no mention of any activities to expand on the topic of women in history. Other teachers took a more active role in their classrooms. Teacher

5C, who had 10 qualifying students reported that they played competitive games, wrote and answered essay questions, played classifying games, designed and decorated a class time line using all of the women from the guide and added more as the year progressed. Class 5C also agreed to treat themselves to a pizza party if one of the class members won the bee. Other teachers reported practicing note-taking skills, creating posters and comic strips, giving extra credit for sharing newspaper articles about women in the news, and practicing outlining skills.

When teachers were asked if the topic of women's history was of interest to them, all but Teacher 4B answered "yes". Teacher 4B replied "interest to me is irrelevant". When asked if the topic was of interest to their students, all teachers answered "yes" except for Teachers 4A and 4B. They both reported that the topic was not of interest with the replies of "not particularly", and "apparently not".

Teachers were asked to compare their own attitude about the project and how it has changed during the implementation. Many stated that they felt it was a worthwhile and needed intervention. Teacher 3C stated " Before I started, I didn't know how to fit it in, but students were enthused and so I found ways to integrate it." Some teachers expressed their appreciation for the materials and the need for more activities like this one.

Teachers were asked if they feel they and their students are more or less interested in women's history now than they were before. Nearly all reported that they and their students were more interested. In some cases the word "more" was underlined and followed by several exclamation points. Teacher 4D said "the same" for herself and her class. Teacher 4B reported "same" for her students and "irrelevant- feelings vs. job are not always in line- we all have likes and dislikes".

Teachers were asked to describe what they feel their students got out of the project. Most of the answers were very positive. Teacher 4C reported, "A realization that there are women who had a great effect on America who are not well known". Teacher 5B states, "Heightened interest about the effect women had/have on history." And teacher 3C says, "A new sense of women's place in history, an appreciation of famous women other that actresses and athletes, and a broader

mind set of history." In contrast, Teacher 4A responded by saying "pressure and frustration for many."

Each week teachers received facts about gender bias in schools. They were asked if these sheets had any effect on their thinking or teaching. Some teachers replied with "no, not really" or stated that they feel that they always treat students the same and that these statistics referred to others. Some had very different responses reporting that the weekly notes not only raised their consciousness and made them aware of how they are treating their students, but also how they behave toward their own children. Teacher 5D stated," I found the pink papers very interesting. Some of them describe the different ways I deal with girls and boys in my classroom. They pointed out things I had never thought of, but as I looked at them I thought, 'Hey, that's true!'. I hope that by being more aware of these things, I can level the playing field and treat all students equally."

When looking over the final teacher surveys, they seemed to naturally fall into three categories. One category would be that of apathy. Teachers 4A, 4B, and 4D did very little to reinforce the project in their classrooms, they did not embrace the topic themselves, they did not enjoy or encourage participation in any of the events connected to the project, and in turn they and their students got little , if anything, out of this intervention. Their attitude about this and their treatment of this resulted in a lack of involvement on the part of their students. They deprived their students of the experience the others enjoyed.

Others fell into a group of those who were interested, but simply felt there was not enough time. Teachers 5A, 5B, 5D, 4C, and 3B all fall into this category. Their responses to the survey were very positive. They each had some participation in the bee and/or library contest, and they did some activities in their classrooms with their students. But they also reported the lack of time they felt they had available in their curriculum. Teacher 5D expressed regret and apology for not being able to fit this into the busy teaching day.

The last group is those who enthusiastically embraced the topic. Teachers 5C, 3A, and 3C fall into this category. The largest number of participants in the bee came from these classes. The

most books were read by classes 3A and 3C. These teachers reported several classroom activities taking place during the four weeks to reinforce learning of the material by the students. These classes worked together as teams to learn as a group rather than leaving the learning up to each individual to do outside of class.

All in all, what the teacher got out of the project depended on what he or she put into it. What the students got out of the project depended on what their teacher put into it. If the teacher did nothing or very little, then that's exactly what the student got. If the teacher went all out, then the students learned a great deal. Simply providing the materials and giving the same introduction to each class, did not mean that each student received the same "treatment". Since teaching is such a personal profession, each teacher handles new and different situations with a different attitude and state of mind. All teachers have different priorities and needs within their own classrooms.

Description of the Plan: Researcher 1-Site B

The objective of Researcher 1 of Site B was to increase students awareness (freshmen and sophomores and seniors) of the roles women had played in history. The second objective was increase female students self-esteem by showing how women have and can contribute to society and government. To access the students beginning knowledge base, 88 students, ages 14-18 were asked to name 10 famous women (see Appendix O). The average number of women a student could list was three. The following steps needed to be taken to address the problem. Books focusing on women in history were bought and a series of units, outside readings and activities to increase students awareness of what roles women played in history were created.

Implementation of the Plan

Two things Researcher 1 did to address the problem of gender bias in education centered on individual growth. This researcher spent a day at Northern Illinois University in a workshop titled "Women in History", which focused on how to create an integrated curriculum that focuses on herstory. The workshop started out with a video tape featuring Sadker and Sadker and displayed how many teachers, who feel they are very fair, are really very bias to gender. The video taped classes and showed how teachers were very bias without even realizing it. Then

Sadker and Sadker analyzed the classes showing how teachers favored boys in terms of time on task. After the video, the workshop split into smaller groups for various seminars on different topics. Researcher 1 attend a seminar taught by a woman who had developed the Women's Studies department and Northern Illinois University and explained the course she had created combining English and Social Studies entitled Women in History. Most of the teachers attending the workshop were already teaching integrated courses and now wanted to add a new focus to their existing curriculum. Researcher 1 learned a great deal and was ready to start implementing some of the new information into the classroom.

The second step was to educate the Researcher about the roles women have played in history. Researcher 1 purchased 3 books discussing women in History and began to implement that information into already existing curriculum. The Researcher at site B was able to teach both World Civilizations I and II during the time period of September 1996 to January 1997 and was therefore able to create units for the entire world civilization curriculum. The biggest problem that the Researcher faced was the lack of written records kept by women during the B.C. time period.

Classroom Implementation

World Civilization I. In World Civilizations I, three things were focused on. The first thing that was studied was who were the women that held important roles in government. The students studied how this person led and the problems they faced. Second the students studied (with the little information provided due to the lack of properly kept historic records) how everyday women lived. Finally , they studied the various civilizations and compared the rights women had in some societies with their lack of rights in other societies. The student did readings on how women are treated today in those same areas they had studied.

At Site B Researcher 1 focused on successful female leaders like Queen Hatshepsut and the Chinese sisters Tsung or Boudicca (See Appendix P) . When the focus was on culture the students made posters about art and architecture, advanced technology, medicine and science and the treatment of women. The class did short readings out of their book World History, Perspectives on the Past about how women were treated in each society and held a class

discussion about which society provided the most benefits for women. (The best place for women to live during this time period was Egypt because women had leadership roles and could have a voice in trials and could own property.) To draw parallels between the past and present the class did a reading about the rights women have around the world today.

When the students studied the Greeks and Romans they did a verbal comparison about where it would be better to live . The students did a role play activity about the type of government they would like to have. Students were given a character from either the Roman Republic, Sparta or Athens. To keep the activity as true to life as possible women were allowed to have a role if they were from Sparta but not from any other city-state. The students were creating their own government and one of the biggest arguments, in class, centered around whether women would be considered citizens or not, and if women were made citizens what rights did they have (See Appendix Q). To draw parallels to modern day they discussed what rights women have in America and what rights other countries provide for their women.

In the unit on the Middle Ages the focus was on the roles women played on the manor and on individual women who contributed to that time period. Students were placed on a manor and given a role, these roles were chosen randomly by drawing a playing card. Students had to write journals or letters back and forth to each other about three events that they had plotted on their time line. They had to write from the perspective of their character. Then students created flash cards highlighting the important accomplishments at the time, many of which were women such as Joan of Arc (See Appendix R).

In the unit on Renaissance, Reformation and Exploration the information on female contributions is weak. The students at Site B studied the importance of female rulers and their contributions to the advancement of society by endorsing men such as Christopher Columbus and reigning during times of peace so that prosperity could take place. Elizabeth I is a prime example. She ruled during a long period of peace that enable people to have a Renaissance and the Age of Exploration.

World Civilization II. In World Civilization II the amount of information about women the

students were exposed to increased because women played a more active role in society and better historical records were kept. Women were not afraid to be acknowledged for their involvement in history.

The first unit studied was based on revolutions. Women played a prominent role in the French and American revolutions. It was also the first time women fought for their own rights. To help the students realized the significance of women in history they studied specific actions that women did during the revolutions. An example of women participating in revolutions would be, the French women storming Versailles or the Russian women hosting bread riots (See Appendix S). Then they compared the Declaration of Rights of Women to the Declaration of the Rights of Men. Students had to answer three questions comparing the two documents (See Appendix T).

Students at Site B did a reading from Herstory, by Ashby and Ohran, discussing the backlash that occurred or rather the reactions that occurred because of the rights that women tried to obtain during the Revolutionary time period. The world reverted to conservativism and the rulers were afraid that they (the monarchs) would lose power and so all of the rights that women had gained were lost. The reading provided a discussion of how women worked to find their rights and started movements and gained experience in the work place. Then the students selected two women who worked to improve their conditions and rights and read about them and answered questions (See Appendix U). A class discussion was held and students shared the information they gained about the women they read about.

To evaluate the knowledge students gained about the women they read about they had to answer two essay questions pertaining to this information. One question asked them to analyze why women lost their rights during this time. The other questions asked them to discuss two women who fought to improve conditions for them during this time period (See Appendix V).

In the next unit the focus was on culture and the growth of nationalism. To increase their understanding of how women contributed, one group traced the development of universal suffrage for both men and women. Another group studied male and female writers and painters during the romantic, impressionist , post-impressionism and nationalist time periods. They all made posters

and each member of the group taught other students in the class about their information. Again the students wrote an essay discussing the contributions women had made to society, or the development of universal suffrage (See Appendix W).

For the units on WWI and WWII the students were given projects to chose from so they could study something about the war in a more in depth format. Some of the selections centered on women and how they survived the war (See Appendix X).

Students also studied the life conditions for women around the world today. We did numerous reading out of "Scholastic Update" and the "World News" that spotlighted the conditions of women. Articles about China and India were chosen because these countries value their female citizens so little (See Appendix Y). The students discussed things that the United States could do to help women around the world. Then students had to write an essay discussing what they would do, at home and abroad to better the world for women.

Government. The government classes focused on women in politics and for each unit the emphasis was on women who had contributed to obtaining rights for women in government. The biggest impact happened during the mock Congress. Researcher 1 required that there had to be an equal number of women holding positions of power as there were men. So if the class chose a male Speaker of the House the President of the Senate had to be female. Students also participated in a mock election in every class there was a female candidate. but when we did a reading on women in the White House of the 90 students that I have in government, only 20 of them thought that they would see a female president in their lifetime.

The students also debated the role of the first lady. How much power does she have, how much should she have. This stemmed from a reading we did out of Scholastic Update discussing the role Hillary Clinton and Eleanor Roosevelt played in helping their husbands run the country (See Appendix Z).

Results: Researcher 1-Site B

The class was composed of more females than males and it was very significant that the women had historic information about women and their contributions because they had not been

exposed to this type of information.

World Civilization I & II. The hardest thing about implementing information about women during early history is that many of their contribution were destroyed by family members who were jealous of their power. Things that women created or wrote were preserved under a male alias or given to "men" who took the credit. The girls in the class actively participated in all the discussions and this indicated to Researcher 1 that the females appreciated the focus on females. The boys were surprised at the lack of rights women had and still have today. This was observed by the questions that male students asked, or comments that they made. For example, "baby girls are really left to die in China?"

In the unit that allowed students to create their own government, none of the "new" civilizations gave women the vote. This showed that students maintained the attitude that was present in Greece and Rome at that time. Women were not given a role in government.

In the unit on the Middle Ages boys had to assume the role of ladies or Queens and it was an eye opening experience for them. Researcher I felt it was a great activity because it enabled the students to discuss historic events and also see the important role that women played simply by taking care of the manor. One of the groups did a video and the boys playing Queens were quite amusing to watch.

In each unit an essay question or short answer question was asked requiring students to retain the information they had been exposed to. In each test, students retained information and were able to analyze the influence women had on history. For example, on the test about nationalism, students were asked to recall the information they had gained when the read the articles about two women who had contributed to the women's movement. Every student (out of 24) was able to discuss at least one of the women that they read or heard about. Many of the students, nine, actually cited more than the required two. Two of the male students and two female students created the poster about suffrage. Students selected their own topics and having both sexes work on this topic shows that both male and female students had an interest about how universal suffrage came about. Out of 24 students, eight selected female focused projects to

present to the class about the roles women played in the war. The eight students were all female.

When the post test was given to these students the average number of females they could list had risen to seven from the original average of three.

Results from government intervention. The impact made on seniors was not nearly as great as the impact that was made on the freshman and sophomores. The average number of women the seniors could name only rose to four. Many of the students still attempted to list all the first ladies as significant in history.

- Only one female was elected president. (She and her female Vice President ran with the slogan, "Chicks in '96".) Only one class nominated a female Speaker of the House. This is nothing new, Researcher 1 has been doing this simulation for five years and the number of women elected or placed in positions of power varies from year to year, but is usually only one.

The other problem is that America is exceptionally backwards in comparison to other Western democracies when it comes to having women assume a place of power in the Government. For example, England has been ruled by Queens throughout history so electing a female Prime Minister and being governed by a woman is part of their history. No such history in the United States exists. In fact, almost all of the Western democracies gave women the right to vote way before the United States adopted the 19th amendment. The ability to see women in positions of power in the United States is limited due to our history.

There was a very heated discussion about what First Ladies should do from the reading, (See Appendix Y). When studying the homework answers, submitted by 50 of the 59 students, they almost all felt that the first ladies role should center on being a cheerleader and tea pourer for her husband. Only five girls answered that the First Lady should have power. Some of the female students who felt that the first lady should not have power cited the fact that the Constitution does not give any formal power to the First Lady, therefore she should not assume any,. Only 20 of the students stated that they would see a female president in their life time. All 20 who answered this way were female.

Researcher 1 was also placed on a committee that selects the World History textbooks for

the next years. Researcher 1 analyzed the books that were looked at to ensure that both genders were adequately represented. The textbook that was selected is entitled," Explore the World Your Way, published by Holt, Rinehart and Winston. The book addresses women in every chapter and never pictures a male contributor in history without having a female counter part on the page or the very next one. The book will show students that both men and women contributed to history and it will help remind other teachers to focus on the whole of history, not just one side.

The librarian created a book section that focuses solely on women with input from Researcher 1. She has already added 10 titles to a library that hosts over 100 books discussing women in history. This will have a great impact on the students because women who visit the library will see that they are important enough to warrant their own section and maybe teachers will create more lessons focus on women because they will see that our library is ready for them in terms of resources.

Further results. Though Site B is ready to implement an integrated curriculum, faculty administration has no interest in focusing on an integrated class on women in history. However, in the vision, written by the Superintendent , Researcher 1 would have a class about gender inequity. This vision is to be implemented by the year 2002. In time Researcher 1 feels that the school will create a class that focuses on women studies. Researcher 1 will be working on an integrated curriculum this summer and will attempt to write curriculum that will incorporate the knowledge gained during this study.

One of the goals was to expose students to women in history. The other goal was to learn about the problems women face so this Researcher could empower both her students and daughters to ensure that all of them can get the best education possible. The research that has been done has made Researcher 1 very aware of bias that has been displayed in the past. An effort will be made to share the curricular units developed with the other teachers in the Social Studies department.

The impact that exposure to what women have accomplished in history really won't be evident until years from now when freshman and sophomore female students are making choices and selecting careers that will help them have a place in history. Researcher 1 also feels that the

increased exposure to what women have done in history has helped the male students by forcing them to realize that history happens because everyone contributes to society, not just one gender. Hopefully both sexes will look beyond the surface to find the truth about history. Though it is not documented, Researcher 1 believes that exposure to contributions by women in history will increase the self-confidence of women overall by showing them that anything is possible.

Researcher 1 would like to believe that the effect of having females hold governmental positions of power in class will encourage them to be involved and be active in politics in the future. This will not be evident for years to come.

Description of the Plan:Researcher 2- Site B

The objective of Researcher 2 at Site B was to increase equality and involvement of girls in athletics and the Physical Best program. The implementation process involved first obtaining numbers of male and female participants in athletics and the schools physical best program. Physical Best is a class centered on weight training or strength conditioning and on improvement of endurance. Presently there are more sports offered for girls at Site B than there are for boys, but in terms of participation the boys outnumber the girls 2 to 1. The reason for the larger number of male participants has to do with their involvement in football and wrestling; both sports require a large number of participants as opposed to volleyball that has a limited number of participants.

The sports that enable girls to participate in larger numbers are softball, track, soccer and volleyball because of both an A and B freshman team and field hockey. The implementation involved former athletes who had participated at the school to come back and talk to gym classes about the value of participating in a sport and being involved in athletics. The main benefit that each former athlete discussed was the increase in self-esteem they felt because they had been active in athletics. The other benefit they discussed was the opportunity athletics offers girls seeking scholarships to enable them to continue their education at a higher level and increase their income earning opportunity.

Title IX has been an integral part of improving athletic education for girls around the country, not just at Site A. It has been 22 years since this law has been passed and Site B is still

behind the time in providing equitable space for its athletes regardless of gender.

Results: Researcher 2- Site B

Researcher 2 at Site B asked for the cooperation of a select number of girls who had been exposed to the former athletes and their talks. The girls participating in Physical Best or athletics were asked to keep a journal of their experiences in athletics at Site B. The purpose of this was to show the need for equity at the school and show the benefits girls felt when they were treated equally. Because this researcher could not directly alter the Physical Best class, this researcher wanted to gauge the effect a male teacher had on a female student in a predominately male class. Physical Best is taught by four men and one woman. Four students from each of five classes were asked to keep a journal to compare the teaching techniques of various teachers and see what effect gender had.

Comments from their journals indicated that the girls felt that they received unfavorable attention in regards to proper attire. The whole class is to be dressed in the gym uniform. Boys could bend this rule and receive no punishment from both the male and female teachers. Girls received reprimands and "improper dress" write ups. The girls in the classes were singled out for improper lift technique, especially in regards to squats.

All the girls wrote entries that they felt that the male teachers had less confidence in their ability to lift weights and made comments about the need for the male students to assist the females when they lifted. This attitude obviously effected the students confidence and hindered their ability to get ahead physically.

These journals showed that even though increased involvement of girls in athletics over the past five years can be traced, little is done in the classroom to ensure that both sexes are receiving an equal education. The decision to collect these journals has provided the opportunity to discuss this problem with the one female teacher in an attempt to alter the behavior in her class. The discussions and journal entries have caused her to be more aware of her teaching style. It has also enabled the problem to be addressed, though delicately, with the male teachers in this program. It

is unlikely that they will change their teaching style, but perhaps they are now more aware of the impact they have on students.

At Site B in the last five years there has been an increase in involvement in our Physical Best program. The number of girls who participate has increased by 20%. Five years ago, one in ten girls was enrolled in Physical Best. Now there is one girl for every three boys, or nearly four out of ten females involved in the program.

In the field hockey program, one of the former athletes encouraged the other team members to participate in a program called "Futures, Field Hockey." This program is run by college students and coaches and is geared toward helping athletes to improve their skills. This also gives the girls exposure to college coaches and the world of sports outside of high school. Athletes were encouraged to join this program because it would increase their career and scholarship opportunities by giving them a glimpse of the world waiting out there for them. The program starts in February and lasts until the middle of June. They meet once or twice a month on Sundays. There is a fee of $400 and many girls could not afford to join, but the rewards became apparent almost immediately when one of the athletes received a scholarship to a college in Ohio and another girl received a partial scholarship to a school in Michigan. This is perfect example of how a more gender friendly athletic program has been created at Site A. Once they see the benefits they can earn financially and emotionally, hopefully more girls will get involved in athletics. The goal was to increase female participation in athletics because girls who participate in athletics have better self-esteem and go further in life than those who don't. They see themselves as powerful with more options.

Conclusion

Children begin to acquire preferences for play at a very early age. Through the influence of their parents, friends, and the media this stereotypic division of play is reinforced. Parents continue to buy dolls for their daughters and cars and trucks for their sons. Throughout the early years of play this type of play is reinforced in all social settings. Consistent exposure to, and reinforcement of a particular type of play, helps to promote and maintain interest in that kind of

plaything. In essence, children's interest in particular toys or playthings may be due in large part to the influence their parents had at a very early age.

Likewise, as children grow, they begin to look to their parents to help themselves better understand their own role in society. School and the media also help shape children's expectations of who they are and what they should and should not like.

In our changing society, more traditional ideas about work and social roles are no longer realistic. Both boys and girls can, and should, be prepared to assume any role within and outside the household setting if given adequate preparation and opportunity. In the future, boys need to know if they marry they may not be the only person who works outside the home. They will be likely to share the responsibility in the home for cooking, cleaning, and caring for children. Girls may grow up to be the sole support for themselves and their children, or contribute significantly to the family's income. Whether or not they marry and have children, they will probably be working outside the home for the rest of their lives.

Children need to know and investigate the wide range of opportunities available to them within and outside the school setting. It is the right of each girl and boy to receive fair consideration and treatment, in order that they may better prepare for the rapidly changing demands of the 21st century. Remove the sex role expectations, and you leave the door open for all children to reach their fullest potential.

Affective change is, however, not easily realized. It cannot be achieved by a brief period of intervention, nor can it be achieved when only a portion of the child's day is devoted to making this change. True change can, and will occur, when society recognizes the inequity it promotes in a variety of blatant and subtle ways.

The process of writing this paper, "Gender bias in education," and our attempts to alleviate the problem of gender bias at Site A and Site B have led us on the most personally rewarding journey. We have become better educated about the role we play in creating a classroom where gender bias exists and we have learned strategies that will help us to stop this enabling behavior.

Our study has hopefully altered the behavior of some of our colleagues. Though we know

better than to expect to change someone who is a fully developed adult ingrained with various prejudices, the work done at Site A was an attempt to open their eyes and have some impact on their classroom. At Site A, we also attempted to make parents more aware of the role they play in creating a gender bias environment. The survey's and their results will hopefully make them, the parents, aware of the types of toys they buy their children and the jobs they do at home. Each of these things creates an atmosphere that can enrich a child and help them obtain success at school, or hinder them and make them feel less confident and capable and eventually less successful in life.

At Site B, all the copies of stories and articles that focused on women were distributed to the other instructors. Whether they integrate them into their curriculum is up to them, but hopefully, by making them aware that the information exists and providing it for them, the researchers at Site B will encourage their colleagues to create a better balanced curriculum.

In the world of sports at Site B there is now talk of creating a larger girls locker room, and girls coaches receive equal pay per sport and almost equal access to gym time. Is this a result of our intervention? Probably not directly, but the increased awareness of our lack of equality as dictated in Title IX has caused the Site to take action where it has been needed.

The students at both Site A and Site B have gained immeasurable exposure to the role women have played in history. Though statistically our data may not seem impressive the information they have gained will effect them in years to comes. Many of them will gain confidence in their capabilities and realize that they have been contributing to history for years and will continue to do so. Students at both Site A and Site B have gained knowledge about women and time periods that will make them better able to analyze history and textbooks to ensure that gender bias is evident. The units created at both sites promote critical thinking and problem solving. Also, at Site B, students were made aware of the problems that still exist in society today surrounding gender bias. They may remember what they have learned and it may alter the actions they take or jobs they select in the future.

The greatest result, is the one that is not measured by statistics. The greatest result comes from the experience and exposure we have gained personally. This paper has altered our teaching.

Though we didn't do a study on wait time or intervention time we all discussed the attempts we made in creating a classroom that catered to both sexes. From calling on boys and girls equally to complimenting them both on how fast their tennis shoes make them run we have altered what we do in the classroom. We have also gained a great deal of knowledge about women and the struggles they have gone through in history to achieve recognition and success. This information we have imparted onto our students and will cause them to look at the world differently.

As we have stated earlier, this project has had intrinsic rewards that will never appear on a measured graph or computer printed survey. The value and moral searching and changing we have done will only be apparent to those close to us and hopefully these changes will effect us in everything we do in the classroom from this point forward.

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APPENDIX A

PARENT SURVEY

PARENT SURVEY

TOYS AND PLAY ACTIVITIES:

1. LITTLE BOYS SHOULD BE ENCOURAGED TO PLAY WITH DOLLS.
   _____ STRONGLY AGREE
   _____ AGREE
   _____ NO OPINION
   _____ DISAGREE
   _____ STRONGLY DISAGREE

2. LITTLE GIRLS SHOULD BE ENCOURAGED TO PLAY WITH BUILDING BLOCKS AND LEGGOS.
   _____ STRONGLY AGREE
   _____ AGREE
   _____ NO OPINION
   _____ DISAGREE
   _____ STRONGLY DISAGREE

3. LITTLE BOYS SHOULD BE ENCOURAGED TO PLAY IN THE DRESS UP CENTER.
   _____ STRONGLY AGREE
   _____ AGREE
   _____ NO OPINION
   _____ DISAGREE
   _____ STRONGLY DISAGREE

4. LITTLE GIRLS SHOULD BE ENCOURAGED TO PLAY WITH TRUCKS AND CARS.
   _____ STRONGLY AGREE
   _____ AGREE
   _____ NO OPINION
   _____ DISAGREE
   _____ STRONGLY DISAGREE

5. LITTLE BOYS SHOULD BE ENCOURAGED TO PLAY IN THE KITCHEN CENTER.

_____ STRONGLY AGREE
_____ AGREE
_____ NO OPINION
_____ DISAGREE
_____ STRONGLY DISAGREE

TYPE OF PLAY:

WHAT TYPE OF PLAY DOES YOUR CHILD MOST OFTEN PARTICIPATE IN?

_____ QUIET
_____ ACTIVE
_____ ROUGH

HOW DO YOU PRIMARILY DISCIPLINE YOUR CHILD?

_____ VERBAL REPRIMAND
_____ LOSS OF PRIVILEGES
_____ SPANKING

SPORTS:

1. WOULD GIRLS BENEFIT BY THE VALUES AND BELIEFS TAUGHT IN ORGANIZED SPORTS?

_____ YES
_____ NO

2. WITHIN THE SCHOOL SETTING, SHOULD BOYS AND GIRLS BE GIVEN EQUAL ATTENTION FOR PARTICIPATION IN SPORTS?

_____ YES
_____ NO

3. SHOULD GIRLS BE ALLOWED TO PARTICIPATE IN NON-TRADITIONAL SPORTS SUCH AS WRESTLING?

_____ YES
_____ NO

4. AT HOME, DO YOU THINK IT IS EQUALLY IMPORTANT TO PLAY SPORTS WITH BOTH SONS AND DAUGHTERS?

_____ YES
_____ NO

5. WHAT SPORT(S) DOES YOUR CHILD MOST ENJOY? _____

6. WHAT SPORT(S) HAS YOUR CHILD HAD LESSONS OR PARTICIPATED IN ORGANIZED TEAMS? _____

7. WHAT ARE YOUR CHILD'S FAVORITE INDOOR AND OUTDOOR ACTIVITIES? _____

HOME ROLES:

WITHIN YOUR HOME WHICH OF THE FOLLOWING CHORES ARE PERFORMED PRIMARILY BY MOM OR DAD? PLACE AN "M" FOR MOM AND A "D" FOR DAD.

____ PREPARES MOST MEALS
____ CLEANS THE HOUSE
____ CUTS THE GRASS
____ GROCERY SHOPS
____ WASHES DISHES
____ WORKS OUTSIDE THE HOME
____ DOES THE LAUNDRY
____ BATHES THE CHILDREN
____ PAYS THE BILLS
____ SHOVELS THE SNOW

BOOKS AND ENTERTAINMENT

1. MY CHILD'S FAVORITE BOOK IS _____

2. I THINK THIS BOOK IS HIS/HER FAVORITE BECAUSE: _____

_____

3. IN GENERAL, MY CHILD (DOES/DOES NOT) LIKE TO LISTEN TO BOOKS.

4. THINKING ABOUT MOST OF THE BOOKS YOU HAVE READ TO YOUR CHILD, HE OR SHE MOSTLY ENJOYS STORIES ABOUT _____

5. WHO IS YOUR CHILD'S FAVORITE CHARACTER FROM TV OR MOVIES? _____

6. WHO IS YOUR CHILD'S HERO OR ROLE MODEL? _____

INDEPENDENT FUNCTIONING

1. IN GENERAL, MY CHILD HAS THE FOLLOWING TYPE OF PROBLEM SOLVING SKILLS:

_____ STRONG
_____ AVERAGE
_____ WEAK

(Problem solving refers to knowing what to do to "solve" a problem. For example, your child getting his/her sweater when cold. or finding his/her shoes when they are not immediately in sight.)

2. WHEN MY CHILD TRIES TO LEARN SOMETHING NEW, I

_____ USUALLY DO IT FOR HIM/HER AS IT IS EASIER.
_____ EXPLAIN HOW TO DO IT THROUGH DEMONSTRATION
_____ USE WORDS TO "TALK" HIM OR HER THROUGH IT.

CAREER CHOICES:

1. IT IS EQUALLY IMPORTANT FOR BOTH BOYS AND GIRLS TO ATTEND COLLEGE.

_____ YES
_____ NO

2. WHAT DOES YOUR CHILD WANT TO BE WHEN HE OR SHE GROWS UP? _____

3. WHAT DO YOU HOPE YOUR CHILD WILL ASPIRE TO BE? _____

APPENDIX B

TEACHER TIPS

TEACHING TIPS

TIP #1 ORGANIZATION OF THE CLASSROOM

Organization refers to where children sit, how they line up, who they work with, and when they work at an activity. "Keep in mind that where and with whom students do their learning creates or hampers conditions for gender equity" (Streitmatter, 1992)

To promote a more gender equitable classroom the following information should be considered:

1. Students closest to the teacher tend to participate much more in the learning activity.
2. Cooperative groups should be mixed gender.
3. Assign girls and boys to do manual tasks as well as housekeeping chores.
4. Avoid lining up or dismissing by gender.
5. Encourage equal access to all activities. No child should be excluded from play for any reason.

TEACHING TIPS

TIP #2 INSTRUCTIONAL MATERIALS

Children are strongly influenced by the depiction of gender roles they receive through instructional materials. "This influence may be so powerful that it overrides the direct experience of the child." (Streitmatter, 1992).

When materials portray inaccurate or stereotypic situations, children develop distorted perceptions of their own capabilities or the capabilities of others.

Researchers have found:

1. Invisibility - females are portrayed in instructional materials at a far lower rate than males.

2. Stereotyping - most materials contain illustrations or text that showed males or females in situations only according to traditional gender roles. In children's reading books girls are often portrayed as passive, unimaginative, and overly concerned about appearance. Whereas boys are depicted in situations where they take on active, leadership roles, heroic and strong, seldom afraid and creative.

3. Materials/pictures shown in children's textbooks often show people engaged in work that is stereotypic - men as supervisors, plumbers, carpenters, and mechanics. Women are primarily shown as mothers, secretaries, teachers, and assistants.

TIP # 3

How to Select Instructional Materials

When choosing instructional materials for children, the following points should be considered:

1. Books and toys should be selected with gender equity as a selection criterion.

2. All children should have equal access to all activities and be verbally encouraged to participate in centers (or play with materials) they normally do not choose to do.

3. No child should be excluded from play for any reason at any center.

4. For daily reading, chose books that portray males and females in positions that allow both to be empowered and self sufficient.

5. Present some material that represent gender in non traditional (anti-sexist) roles. Help children to see models of both genders doing all types of things.

Women - as firefighters and mechanics

Men - as nurses, teachers, etc.

6. Create cognitive conflict - use anti-sexist material to provide a basis for children to question themselves and their stereotypic attitudes.

Tip #4

COOPERATIVE GROUPS

Females as a group tend to achieve better in classrooms where learning activities are structured as cooperative ventures rather than within a competitive structure.

While all representatives must be given equal social status in a setting, it is interesting to note that the academic and social structures of a school make it clear that males are dominant. It is therefore up to the teacher to construct classroom where this tradition of male dominance is not perpetuated.

The benefits of cooperative learning are:

1. Develops interdependent relationships, where students are motivated to work together to complete a common task.
2. Establishes more positive communication between genders.
3. Establishes more positive relationships between group members.
4. Academic achievement is valued.
5. Academic achievement can improve for high and low learners.
6. Helps students develop better means of communication, as they must collaborate to complete the learning task.
7. Students come to know each other as individuals, rather than just members of a gender group.

APPENDIX C

CHILD SURVEY

BOY _____ GIRL ____

CHILD SURVEY

TOYS:

1. WHAT IS YOUR FAVORITE TOY? _____
2. DO YOU PLAY WITH DOLLS? _____
3. DO YOU PLAY WITH BLOCKS OR LEGGOS? _____
4. DO YOU PLAY DRESS UP? _____
5. DO YOU PLAY WITH CARS OR TRUCKS? _____
6. DO YOU PLAY HOUSE? _____
7. DO YOU PLAY WITH ACTION FIGURES? _____

TYPE OF PLAY:

I HAVE THE MOST FUN WHEN:

I'M PLAYING A GAME OR WORKING ON THE COMPUTER _____

I'M PLAYING OUTSIDE WITH MY FRIENDS _____

I'M FIGHTING/WRESTLING WITH MY FRIENDS _____

DISCIPLINE:

WHEN I DO SOMETHING WRONG, MY MOM AND DAD USUALLY:

TALK WITH ME ABOUT IT. _____

GROUND ME AND SEND ME TO MY ROOM. _____

GIVE ME A SPANKING. _____

SPORTS:

WHAT SPORT DO YOU LIKE THE BEST? _____

HAVE YOU EVER HAD LESSONS IN ANY SPORT? _____

WHAT IS YOUR FAVORITE OUTDOOR ACTIVITY? _____

WHAT IS YOUR FAVORITE INDOOR ACTIVITY? _____

HOME ROLES:

WHO DOES THE FOLLOWING CHORES AT YOUR HOUSE?

COOKS DINNER _____ WASHES DISHES _____
CLEANS THE HOUSE _____ CUTS THE GRASS _____
GROCERY SHOPS _____ READS YOU A BEDTIME STORY __
GIVES YOU A BATH _____ SHOVELS THE SNOW _____

BOOKS AND ENTERTAINMENT

MY FAVORITE BOOK IS _____

MY FAVORITE TV SHOW IS _____

IF I COULD BE SOMEONE FROM MOVIES OR TV, I WOULD BE __

WHO IS YOUR HERO? WHY? _____

INDEPENDENT SKILLS

WHEN I NEED TO DO SOMETHING THAT IS HARD FOR ME, MY (MOM, DAD) USUALLY:

TELLS ME HOW TO DO IT. _____

SHOWS ME HOW TO DO IT. _____

DOES IT FOR ME. _____

CAREER CHOICES

WHEN I GROW UP, I WANT TO BE A _____

MY MOTHER'S JOB IS _____

MY FATHER'S JOB IS _____

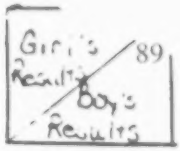
APPENDIX D

ALL ABOUT ME WORDS

ALL ABOUT ME WORDS

AFRAID	GENTLE	RUDE
ACTIVE	GOOD	ROUGH
ANGRY	GREAT	REMARKABLE
BEAUTIFUL	HAPPY	SAD
BIG	HELPFUL	SELFISH
BRAVE	HONEST	SERIOUS
BAD	INTELLIGENT	SHY
CHEERFUL	INTERESTING	SILLY
COOL	JUMPY	SMART
CURIOUS	KIND	SMALL
DARING	LOUD	TOUGH
DELIGHTFUL	LOVELY	TALL
EXCITABLE	MEAN	TINY
FAST	MESSY	UGLY
FRIENDLY	NEAT	UNCERTAIN
FUNNY	NOISY	WEAK
FABULOUS	NICE	WILD

APPENDIX E
AGREE/DISAGREE CHART



AGREE/DISAGREE CHART

TOPIC: ABOUT BOYS AND GIRLS

STATEMENT	BEFORE		AFTER	
	AGREE	DISAGREE	AGREE	DISAGREE
1. Girls get scared much easier than boys.				
2. Girls are more patient than boys.				
3. Boys can keep secrets better than girls.				
4. Girls can grow up to be firefighters.				
5. Boys can grow up to be nurses.				
6. Girls are always hard workers. Boys are not.				
7. Boys are trouble-makers. Girls are not.				
8. Girls are not brave, boys are.				
9. Boys are always better at sports.				
10. Girls are always tiny and weak. Boys are brave and strong.				

APPENDIX F

POST INTERVENTION SURVEY QUESTIONS

SURVEY QUESTIONS: 12/12/96

BOY _____ GIRL _____

TOYS AND PLAYTHINGS

	YES	NO	SOMETIMES
1. Do you play with dolls?			
2. Can both boys and girls play with dolls?			
3. Do you play with blocks and legos?			
4. Can both boys and girls play with them?			
5. Do you play dress up?			
6. Can boys and girls play dress up?			
7. Do you play with cars and trucks?			
8. Can both boys and girls play with them?			
9. Do you play house?			
10. Can both boys and girls play house?			

HOME ROLES

WHO DOES THE FOLLOWING CHORES AT YOUR HOUSE?	MOM	DAD	BOTH
1. Makes dinner			
2. Shovels the snow			
3. Cleans the house			
4. Grocery shops			
5. Cuts the grass			
6. Pays the bills			
7. Washes the dishes			

WHO SHOULD DO THE FOLLOWING CHORES	MOM	DAD	BOTH
1. Make dinner			
2. Shovel the snow			
3. Clean the house			
4. Grocery shop			
5. Wash the dishes			
6. Pay the bills			
7. Cut the grass			

APPENDIX G

WHAT WE LIKE TO DO

What We like to Do

APPENDIX H

PRE AND POST INTERVENTION RESULTS:

AGREE/DISAGREE CHART

Girl's Results 95
Boy's Results

AGREE/DISAGREE CHART

TOPIC: ABOUT BOYS AND GIRLS

STATEMENT	BEFORE		AFTER	
	AGREE	DISAGREE	AGREE	DISAGREE
1. Girls get scared much easier than boys.	50% / 80%	50% / 20%	33% / 60%	67% / 40%
2. Girls are more patient than boys.	91% / 10%	9% / 90%	75% / 40%	25% / 60%
3. Boys can keep secrets better than girls.	25% / 70%	75% / 30%	25% / 60%	75% / 40%
4. Girls can grow up to be firefighters.	91% / 60%	9% / 40%	83% / 90%	16% / 10%
5. Boys can grow up to be nurses.	58% / 80%	42% / 20%	75% / 70%	25% / 30%
6. Girls are always hard workers. Boys are not.	91% / 40%	9% / 60%	42% / 10%	58% / 90%
7. Boys are trouble-makers. Girls are not.	83% / 40%	16% / 60%	66% / 10%	33% / 90%
8. Girls are not brave, boys are.	25% / 60%	75% / 40%	16% / 70%	83% / 30%
9. Boys are always better at sports.	42% / 90%	58% / 10%	25% / 80%	75% / 20%
10. Girls are always tiny and weak. Boys are brave and strong.	16% / 80%	83% / 20%	16% / 60%	83% / 40%

APPENDIX I

POST INTERVENTION ANSWERS REGARDING TOYS

	Boys Yes	Boys No	Boys Sometimes	Girls Yes	Girls No	Girls Sometimes
Do you play with dolls?	0%	90%	9%	75%	0%	25%
Can both boys and girls play with dolls?	63%	36%	0%	50%	33%	16%
Do you play with blocks and leggos?	90%	9%	0%	50%	16%	33%
Can both boys and girls play with them?	90%	9%	0%	91%	8%	0%
Do you ever play dress up?	0%	90%	9%	75%	0%	25%
Can both boys and girls play dress up ?	54%	45%	0%	83%	8%	8%
Do you play with cars or trucks?	90%	9%	0%	25%	58%	16%
Can both boys and girls play with them?	72%	27%	0%	83%	16%	0%
Do you ever play house?	18%	81%	0%	75%	16%	8%
Can both boys and girls play house?	81%	18%	0%	91%	8%	0%

Post Survey Results Regarding Toys

APPENDIX J

POST INTERVENTION ANSWERS REGARDING HOME ROLES

	B-Mom	B-Dad	B-Both	G-Mom	G-Dad	G-Both	Other
Who makes dinner?	27%	9%	63%	58%	8%	33%	0%
Who should make dinner?	54%	0%	45%	66%	16%	16%	0%
Who shovels the snow?	9%	63%	27%	0%	33%	25%	41%
Who should shovel snow?	0%	72%	27%	0%	75%	8%	16%
Who cleans the house?	72%	0%	27%	75%	0%	8%	16%
Who should clean?	33%	27%	36%	41%	25%	33%	0%
Who grocery shops?	54%	0%	45%	66%	0%	33%	0%
Who should grocery shop?	33%	18%	45%	50%	1600%	33%	0%
Who washes dishes?	54%	0%	45%	58%	16%	16%	8%
Who should wash dishes?	63%	27%	9%	41%	25%	16%	16%
Who pays the bills?	9%	45%	45%	33%	50%	0%	16%
Who should pay bills?	27%	54%	18%	25%	25%	50%	0%
Who cuts the grass?	0%	66%	27%	0%	83%	0%	16%
Who should cut grass?	9%	58%	27%	8%	50%	33%	8%

Post Intervention Survey Answers Regarding Home Roles

APPENDIX K

STUDY GUIDE

"Women in History" Study Guide

Abigail Adams- As the wife of Statesman, John Adams, Abigail wrote letters to him daily for 10 years (from 1774-1784). As John attended the Continental Congress in Philadelphia, he received information by mail about the Revolutionary War and Abigail's political wisdom. She encouraged John and the others in attendance to, "Remember the Ladies" as they, too, deserve representation. John Adams later became president, as did their son, John Quincy Adams.

Jane Addams- Influenced by the poverty she witnessed much of her life, she founded and operated Hull House, an old mansion in an immigrant neighborhood in Chicago. Hull House provided opportunities to poor people in Chicago through education programs, work training, child care, and arts programs so people could improve the quality of life for themselves and their children.

Louisa May Alcott- As a young writer, she wrote wild stories of adventure in her "imagination book". When she tried selling her books as an adult, she used names like A.M. Barnard because women's writing was not taken seriously. After nursing wounded soldiers during the Civil War, she wrote the famous novel, Little Women. For it, she received $12,000, more than any other author of that time.

Susan B. Anthony- Fourteen years after her death, the Nineteenth Amendment to the US Constitution passed in 1920 giving women the right to vote. Susan worked her entire life with people like Lucy Stone and Elizabeth Cady Stanton to change laws to allow women not only the right to vote, but also to speak publicly, sue in the courts, own land, and keep money they had earned. In 1979, the government issued the Susan B. Anthony silver dollar, the first and only US coin to feature a woman.

Clara Barton- During the Civil War, Clara discovered the lack of medical supplies for wounded soldiers. She recruited and organized groups of women to prepare supplies. She traveled to the battlefields to provide medical attention, cook for, and comfort the injured. Later, she spent 5 years gaining support around the country for the first American Red Cross. She served as their first president.

Gwendolyn Brooks- The first African-American poet to win the Pulitzer Prize was famous for writing about the life experiences of African-American people. Her first poem was published when she was 13, and soon after she moved to Chicago. In 1968, Brooks was chosen as poet laureate (the official poet) of Illinois. In addition to the 1950 Pulitzer Prize, she also received the Lifetime Achievement Award from the National Endowment for the Arts and the 1995 National Medal of Arts.

Annie Jump Cannon- She discovered over 300 rare stars. She developed a system for recording, classifying, and cataloging stars by their temperature. This system was adopted by astronomers everywhere and is still used today.

Rachel Carson- In the 1940's, farmers started using a chemical called DDT to kill bugs that were eating their crops. The government assured everyone that this insecticide was safe. Rachel Carson disagreed. Her research showed that widespread use of toxic chemicals was poisoning the earth. She published her findings in a book called Silent Springs that sold over 100,000 copies. She devoted her life to researching the effects of DDT and other chemicals on

plants, animals, and people.

Amelia Earhart- In a three-engine propeller seaplane called Friendship, she was the first woman to fly across the Atlantic Ocean. She was also the first person to fly solo from Hawaii to California. In 1937, she an Fred Noonan attempted to fly around the world at the equator. On July 2 they disappeared and were never seen again.

Marian Wright Edelman- Edelman is the founder of the Children's Defense Fund, a powerful organization that works to improve child care, health care, and education for children. She has worked as a lawyer to fight against school segregation, civil rights for poor and minority people, and employment opportunities for young people.

Geraldine Ferraro- In 1984, Ferraro was nominated as the vice-presidential running-mate to Democratic presidential candidate Walter Mondale. Although Mondale lost the election, Ferraro won a victory for all women in politics.

Dian Fossey- The popular movie Gorillas in the Mist is based on the life and studies of Dian Fossey. In 1966, Fossey went to Zaire, Africa to study mountain gorillas. She lived near 51 gorillas, imitating their sounds and movements to get them to trust her so she could get closer to study their behavior. She discovered that gorillas are peaceful vegetarians that live in family groups. She also discovered that hunters and farmers were taking over the primates' habitats. In 1978 Digit, a gorilla, was killed by poachers, people who kill animals for a profit. At that time , Fossey began an international campaign to save the gorillas. She published her book, Gorillas in the Mist in 1983. Two years later she was murdered in her cabin. No one was ever charged, but many believe it was the poachers.

Katharine Graham- She was once called "America's most powerful woman executive". As a graduate of the University of Chicago, Graham became the board chairperson of the Washington Post Company. In this position, she was in charge of the Washington Post newspaper, Newsweek magazine, and several radio, cable, and television stations. The Washington Post became known for it's hard-hitting investigative reporting and won a Pulitzer Prize for it's coverage of the Watergate scandal that led to the resignation of President Nixon.

Dr. Mae Jemison- On the space shuttle Endeavor, Jemison became the first African-American woman in space. Now she is an instructor at Dartmouth College in New Hampshire.

Barbara Jordan- In her 30 year career as a legislator, teacher, and public speaker, Barbara Jordan fought to change the rules that kept discrimination legal. In 1966 she was elected to the Texas State Senate where she was the first woman member ever. In 1972 she was elected to the US House of Representatives where she helped to create laws to improve the lives of poor people and people of color.

Dorthea Lange- Her most famous photographs told the sad, harsh story of the 1930's Great Depression. She brilliantly captured the hardship and poverty of midwestern families. Her photographs were published in newspapers, books, and magazines encouraging the federal government to take action.

Maya Lin- At the age of 21, Maya Lin's design for a national Vietnam veterans memorial was chosen over nearly 1,500 entries. The V-shaped sculpture of polished black granite includes the names of all 58,175 women and men killed or missing in action in Vietnam. She also designed the Civil Rights Memorial in Montgomery, Alabama.

Juliette Gordon Low- In 1912, she founded the Girl Scouts of America in Savannah, Georgia.

Dr. Barbara McClintock- In 1983 at the age of 81, she received the Nobel Prize for medicine. For many years, McClintock studied the chromosomes of maize (wild corn). She discovered information about the genes that no scientist had ever found before.

Grandma Moses- This popular artist displayed her artwork for the first time in a drugstore window at the age of 70. She liked to work on embroidery, but when her arthritis got too bad, she started painting with house paints and old canvases. An art collector saw her paintings at the drugstore and purchased several of them that he later displayed in a New York art museum. She was an instant success and has painted nearly 2,000 paintings.

Dr. Antonia Novello- President George Bush nominated Dr. Novello as Surgeon General of the United States in 1990. Not only did she become the nation's highest medical officer, but she was the first female and the first Hispanic Surgeon General. Her goal was to provide health care services for all people, especially women and children. She has worked to promote the dangers of smoking, teenage drinking, and drinking and driving.

Sandra Day O'Connor- In 1981, she became the first ever woman appointed to the United States Supreme Court. Although she graduated third in her class at Stanford Law School, she had difficulty finding a job as a lawyer. Many places offered her a job as a legal secretary.

Georgia O'Keeffe- Born in Wisconsin, she knew all her life that she wanted to be an artist. She attended art school at the Art Institute of Chicago and later settled in New York. Her early paintings were of large flowers. Later she moved to New Mexico where her most famous works of desert landscapes, bones, shells, and rocks were done.

Rosa Parks- In 1955 she refused to give up her seat on a Montgomery, Alabama bus to a white rider who wanted her seat. Her arrest sparked a bus boycott that lasted just over a year. The bus boycott, led in part by Martin Luther King Jr., was one of the first group actions of the civil rights movement.

Jeannette Rankin- She was the first women elected to congress. Her history of anti-war voting, including her vote against the declaration of war after the bombing of Pearl Harbor, soon brought the end of her term of office. At age 87, she led 5,000 women in a march on Washington DC to protest involvement in the Vietnam War.

Janet Reno- Today Janet Reno serves as the Attorney General of the United States. She has done a great deal of work for children's rights and reform of the criminal justice system. Reno was nominated by President Bill Clinton. She has had to investigate the crisis in Waco, Texas as well as the terrorist bombings of the World Trade Center in New York City and the federal building in Oklahoma City.

Sally Ride- At the age of 32, this astronaut blasted off into space on the space shuttle Challenger. She was the first American woman in space and the youngest astronaut to ever circle the earth. Nearly 250,000 people watched her as she lifted off from Cape Kennedy Space Center in 1983. Dr. Ride earned her Ph.D. in astrophysics from Stanford University

Eleanor Roosevelt- As the wife of President Franklin Delano Roosevelt, Eleanor successfully changed the role of first lady to be of greater service to the country. She visited city slums, coal miners, and migrant workers. She saw what the Great Depression had done to Native Americans and African American communities, and she went to Washington DC to bring change. She also encouraged and supported many women in politics to achieve more than ever before.

Sacajawea- As a member of the Shoshoni tribe, she was captured and sold to a French fur-trader. The fur-trader was hired to accompany Lewis and Clark on the US government's first exploration of the Pacific Northwest. She made it possible for them to pass peacefully through tribal lands, showed them which wild foods were edible, made moccasins, and even saved valuable records and mapping tools when one boat overturned.

Deborah Sampson- At age 21, she enlisted in the Continental Army and fought in the Revolutionary War under the name Robert Shurtleff. At that time, only men could fight in battles, and she wanted a chance at adventures only open to men. She was able to disguise herself for two years until she caught a severe fever. She was honorably discharged from West Point in 1783.

Muriel Siebert- She purchased her own seat on the New York Stock Exchange for $445,000 to become the first woman to do so. She was the first woman to do business on Wall Street, and today Muriel Siebert and Company is a thriving brokerage firm.

Harriet Beecher Stowe- She is the author of Uncle Tom's Cabin, a story about the injustices of slavery. Ironically, she wrote the last chapter first. In 1852, the book sold 3,000 copies the first day it was available.

Harriet Tubman- She rescued more than 300 people from slavery, including her own parents. She created and ran the Underground Railroad, which is neither underground nor a railroad. It is a secret route of hiding places for slaves on the run to freedom.

Mary Georgene Wells- After 16 years of advertising experience, Wells opened the first major advertising agency owned by a woman and became the highest paid female executive in the United States. Her agency, Wells, Rich, Green, Inc., became a top agency with Braniff Airlines as one of their first major accounts. They became a leader in the use of humor in advertising.

Dr. Rosalyn Yalow- Dr. Yalow faced a great deal of discrimination because she was a woman in the field of science at a time when few women where welcome there. She earned her doctorate degree in physics in 1945 from the University of Illinois at Urbana. She and her partner, Dr. Solomon Berson, studied radioactive materials in medicine. Their work led to the invention of RAI in 1959. RAI helps measure substances in the blood, and helps doctors diagnose such problems as diabetes and hepatitis. In 1977 she received the Nobel Prize for her work.

APPENDIX L

HISTORY BEE QUESTIONS

Q: Who was the wife of Statesman John Adams?
A: Abigail Adams

Q: Who wrote letters to her husband for 10 years?
A: Abigail Adams

Q: What are the years that Abigail Adams wrote to her husband?
A: 1774-1784

Q: Who attended the Continental Congress in Philadelphia?
A: John Adams

Q: Who said "Remember the Ladies"?
A: Abigail Adams

Q: What is the name of John and Abigail Adams' son?
A: John Quincy Adams

Q: What war did Abigail Adams write about?
A: Revolutionary War

Q: Who founded and operated Hull House?
A: Jane Addams

Q: What is the purpose of Hull House?
A: To provide opportunities to poor people in Chicago.

Q: Jane Addams is the founder of what location?
A: Hull House

Q: Where is Hull House located?
A: Chicago

Q: Name 2 services that Hull House provided?
A: Education programs, work training, child care, and arts programs.

Q: What influenced Jane Addams to open Hull House?
A: The poverty she witnessed much of her life.

Q: Who wrote Little Women?
A: Louisa May Alcott

Q: Who used the name A.M. Barnard instead of her own name?
A: Louisa May Alcott

Q: What did Louisa May Alcott do before she wrote her most famous novel?
A: Nursed wounded soldiers.

Q: During which war did Louisa May Alcott nurse wounded soldiers?
A: Civil War

Q: How much money did Louisa May Alcott receive for writing Little Women?
A: $12,000

Q: What is important about the amount of money Louisa May Alcott received for her book?
A: It was more than any other author had ever received at that time.

Q: As a child, where did Louisa May Alcott write her wild stories of adventure?
A: In her "imagination book".

Q: What did the Nineteenth Amendment to the US Constitution allow?
A: Women's right to vote.

Q: What Amendment to the US Constitution allowed women the right to vote?
A: Nineteenth

Q: In what year did the Nineteenth Amendment to the US Constitution pass?
A: 1920

Q: What year did Susan B. Anthony die?
A: 1906

Q: On what coin will you find Susan B. Anthony?
A: silver dollar

Q: Who fought to give women the right to vote?
A: Susan B. Anthony

Q: Name on other person with whom Susan B. Anthony worked.
A: Lucy Stone or Elizabeth Cady Stanton

Q: Name two other rights that Susan B. Anthony fought for besides the right for women to vote.
A: The right to speak publicly, sue in the courts, own land, or keep money they had earned.

Q: In what year was the Susan B. Anthony silver dollar issued?
A: 1979

Q: Who served as the first president of the American Red Cross?
A: Clara Barton

Q: Who brought medical supplies on to the battlefield of the Civil War to wounded soldiers?
A: Clara Barton

Q: How many years did it take for Clara Barton to gain enough support to start the Red Cross?
A: 5 years

Q: Who was the first African American to win the Pulitzer Prize?
A: Gwendolyn Brooks

Q: Who had her first poem published at the age of 13?
A: Gwendolyn Brooks

Q: Who was selected to be the poet laureate of Illinois?
A: Gwendolyn Brooks

Q: What year was Gwendolyn Brooks selected to be poet laureate?
A: 1968

Q: What year did Gwendolyn Brooks win the Pulitzer Prize?
A: 1950

Q: Name one award that Gwendolyn Brooks received besides the Pulitzer Prize.
A: Lifetime Achievement Award or the National Medal of Arts

Q: What award did Gwendolyn Brooks receive in 1995?
A: National Medal of Arts

Q: Who discovered over 300 rare stars?
A: Annie Jump Cannon

Q: Who developed a system for organizing stars?
A: Annie Jump Cannon

Q: What method did Annie Jump Cannon use to record, classify, and catalog stars?
A: By temperature

Q: Who studied the chemical DDT?
A: Rachel Carson

Q: Who wrote the book Silent Springs?
A: Rachel Carson

Q: What was DDT used for?
A: To kill bugs that were eating crops

Q: What was the problem with DDT?
A: It was poisoning the earth.

Q: How many copies of Silent Springs were sold?
A: 100,000

Q: What kind of plane did Amelia Earhart fly?
A: Three-engine propeller seaplane

Q: Who was the first woman to fly across the Atlantic Ocean?

A: Amelia Earhart
Q: Who had a vehicle named Friendship?
A: Amelia Earhart

Q: What was the name of Amelia Earhart's seaplane?
A: Friendship

Q: Over what ocean did Amelia Earhart fly?
A: Atlantic

Q: Besides being the first woman to fly across the Atlantic Ocean, what was another Amelia Earhart "first"?
A: First person to fly solo from California to Hawaii

Q: What year did Amelia Earhart attempt to fly around the world?
A: 1937

Q: Who was Amelia Earhart flying with when she attempted to fly around the world?
A: Fred Noonan

Q: What is the date of Amelia Earhart's disappearance?
A: July 2, 1937

Q: Who is the founder of the Children's Defense Fund?
A: Marian Wright Edelman

Q: What is the name of the organization that works to improve child care and health care for children?
A: The Children's Defense Fund

Q: What was Marian Wright Edelman's occupation?
A: lawyer

Q: Name one other cause that Marian Wright Edelman used her skills as a lawyer to fight against.
A: School segregation, civil rights for poor and minority people, or employment opportunities for young people.

Q: Who was the 1984 vice-presidential running-mate for the Democratic party?
A: Geraldine Ferraro

Q: Geraldine Ferraro was the presidential running-mate to what candidate?
A: Walter Mondale

Q: What political party is Geraldine Ferraro a member of?
A: Democratic

Q: What year did Geraldine Ferraro run for the office of vice-president?
A: 1984

Q: Who studied the behaviors of gorillas?
A: Dian Fossey

Q: Where did Dian Fossey go to study mountain gorillas?
A: Zaire, Africa

Q: What did Dian Fossey do to get gorillas to trust her?
A: She imitated their sounds and movements.

Q: What did Dian Fossey discover about gorillas?
A: They are vegetarians, live in family groups, hunters and farmers were taking over their habitats, poachers were killing them for profit.

Q: What is a poacher?
A: Someone who kills and animal for profit.

Q: What is the name of Dian Fossey's book?
A: Gorillas in the Mist.

Q: What year was Dian Fossey's book published?
A: 1983

Q: What single event caused Dian Fossey to begin an international campaign to save the gorillas?
A: A gorilla named Digit was killed by poachers.

Q: Who was once called "America's most powerful woman executive"?
A: Katharine Graham

Q: From what university did Katharine Graham graduate?
A: University of Chicago

Q: Katharine Graham was the board chairperson of what company?
A: Washington Post Company

Q: As board chairperson, name two things that Katharine Graham was in charge of.
A: Washington Post newspaper, Newsweek magazine, radio, cable, and television stations.

Q: What award did the Washington Post newspaper win?
A: The Pulitzer Prize

Q: What was the result of the Watergate scandal that was investigated by the Washington Post?
A: The resignation of President Nixon

Q: What event caused the resignation of President Nixon?
A: Watergate

Q: Who was the first African-American woman to go into space?
A: Dr. Mae Jemison

Q: What was the name of the space-shuttle on which Mae Jemison flew?
A: Challenger

Q: What is Dr. Mae Jemison's occupation now?
A: Teacher/instructor

Q: Where does Dr. Mae Jemison teach?
A: Dartmouth College

Q: Where is Dartmouth College?
A: New Hampshire

Q: Who had a 30 year career as a legislator, teacher, and public speaker?
A: Barbara Jordan

Q: What year was Barbara Jordan elected to the Texas State Senate?
A: 1966

Q: What office was Barbara Jordan elected to in 1966?
A: Texas State Senate

Q: What year was Barbara Jordan elected to the US House of Representatives?
A: 1972

Q: What office was Barbara Jordan elected to in 1972?
A: US House of Representatives

Q: What kind of laws did Barbara Jordan try to create as a member of the US House of Representatives?
A: Laws to improve the lives of poor people and people of color.

Q: Who photographed the hardships of the 1930's?
A: Dorthea Lange

Q: During what years were most of Dorthea Lange's photographs taken?
A: the 1930's

Q: What period of US history is depicted in most of Dorthea Lange's photographs?
A: The Great Depression

Q: Where might you find Dorthea Lange's photographs?
A: Newspapers, books and magazines.

Q: Who designed the Vietnam War Memorial?
A: Maya Lin

Q: Who designed the Civil Rights Memorial?
A: Maya Lin

Q: How old was Maya Lin when she presented her design for the war memorial?
A: 21

Q: For what veterans did Maya Lin design a memorial?
A: Vietnam

Q: How many names are included on the Vietnam War Memorial?
A: 58,175

Q: How many designs were entered for the Vietnam Memorial?
A: 1,500

Q: Where is the Civil Rights Memorial?
A: Montgomery, Alabama

Q: Who is the founder of the Girl Scouts of America?
A: Juliette Gordon Low

Q: Where were the Girl Scouts of America founded?
A: Savannah, Georgia

Q: What year were the Girl Scouts of America founded?
A: 1912

Q: How old was Barbara McClintock when she won the Nobel Prize?
A: 81

Q: What year did Barbara McClintock win the Nobel Prize?
A: 1983

Q: What did Barbara McClintock study?
A: corn or maize

Q: What part of maize did Barbara McClintock study?
A: Chromosomes

Q: What artist sold her artwork from a drugstore?
A: Grandma Moses

Q: How old was Grandma Moses when she started painting?
A: 70

Q: What other art skill did Grandma Moses have?
A: Embroidery

Q: Why did Grandma Moses start painting?
A: Her arthritis got too bad to do embroidery.

Q: When Grandma Moses started painting, what two things did she use?
A: House paints and old canvases

Q: Besides a drugstore, where else were Grandma Moses' paintings displayed?
A: A New York art museum

Q: Who bought several of Grandma Moses' paintings?
A: An art collector

Q: How many paintings did Grandma Moses paint?
A: 2,000

Q: What is Dr. Antonia Novello's occupation?
A: Surgeon General of the United States

Q: Who nominated Dr. Antonia Novello?
A: President George Bush

Q: What year was Dr. Antonia Novello nominated?
A: 1990

Q: What nationality is Dr. Antonia Novello?
A: Hispanic

Q: What is Dr. Antonia Novello's goal?
A: To provide health care to all, especially women and children.

Q: Name 2 dangers that Dr. Antonia Novello worked to promote.
A: smoking, teenage drinking, drinking and driving.

Q: Who is the first woman ever appointed to the United States Supreme Court?
A: Sandra Day O'Connor

Q: What year was Sandra Day O'Connor appointed to the Supreme Court?
A: 1981

Q: From what school did Sandra Day O'Connor graduate?
A: Stanford Law School

Q: What was Sandra Day O'Connor's class ranking in law school?
A: third

Q: What job did Sandra Day O'Connor have difficulty finding?
A: Lawyer

Q: What job was Sandra Day O'Connor frequently offered?
A: Legal secretary

Q: What artist was born in Wisconsin?
A: Georgia O'Keeffe

Q: What artist attended school at the Art Institute of Chicago?
A: Georgia O'Keeffe

Q: Where did Georgia O'Keeffe attend school?
A: The Art Institute of Chicago

Q: Where did Georgia O'Keeffe settle after art school?
A: New York

Q: What would you often see in Georgia O'Keeffe's early paintings?
A: Large flowers

Q: Where did Georgia O'Keeffe live later in her life?
A: New Mexico

Q: What artist once lived in New Mexico?
A: Georgia O'Keeffe

Q: Name two things that you might see in some of Georgia O'Keeffe's most famous works of art.
A: Desert landscapes, bones, shells, rocks.

Q: What artist is famous for her desert landscapes?
A: Georgia O'Keeffe

Q: Who was arrested in 1955?
A: Rosa Parks

Q: Why was Rosa Parks Arrested?
A: For refusing to give up her seat on a bus.

Q: Where was Rosa Parks arrested?
A: Montgomery, Alabama

Q: What was the result of Rosa Parks arrest?
A: Bus boycott

Q: How long did the Montgomery, Alabama bus boycott last?
A: One year

Q: Who was one of the leaders in the Montgomery, Alabama bus boycott?
A: Martin Luther King

Q: Who refused to give up her seat on a bus to a white passenger?

A: Rosa Parks

Q: Who was the first woman ever elected to congress?
A: Jeanette Rankin

Q: What important vote caused Jeanette Rankin to lose her position in Congress?
A: The declaration of war after the bombing of Pearl Harbor

Q: How old was Jeanette Rankin when she led a march on Washington?
A: 87

Q: How many women did Jeanette Rankin lead in a march on Washington?
A: 5,000

Q: Why did Jeanette Rankin lead a group of women in a march on Washington?
A: To protest involvement in the Vietnam War.

Q: What war was Jeanette Rankin protesting when she lead a march on Washington?
A: Jeanette Rankin

Q: Name two women who have a connection to the Vietnam War.
A: Jeanette Rankin and Maya Lin

Q: Who is the Attorney General of the United States?
A: Janet Reno

Q: What is Janet Reno's occupation?
A: Attorney General

Q: Who nominated Janet Reno?
A: President Bill Clinton

Q: What two terrorist bombings did Janet Reno have to investigate?
A: The World Trade Center in New York City and the federal building in Oklahoma City.

Q: Who was the first American woman in space?
A: Sally Ride

Q: Who was the youngest astronaut to circle the earth?
A: Sally Ride

Q: How old was Sally Ride when she blasted off into space?
A: 32

Q: What was the name of the space-shuttle on which Sally Ride traveled?
A: Challenger

Q: How many people watched Sally Ride blast off into space?
A: 250,000

Q: From where did Sally Ride blast off?
A: Cape Kennedy Space Center

Q: What year did Sally Ride blast off into space?
A: 1983

Q: From what university did Sally Ride earn her Ph.D.?
A: Stanford

Q: In what area of science did Sally Ride earn her Ph.D.?
A: Astrophysics

Q: What kind of degree did Sally Ride earn from Stanford University?
A: Ph.D. in astrophysics

Q: Who was Eleanor Roosevelt's husband?
A: President Franklin Delano Roosevelt

Q: Who changed the role of first lady to be of greater service to the country?
A: Eleanor Roosevelt

Q: Name two groups of people that Eleanor Roosevelt visited as first lady.
A: People in slums, coal miners, migrant workers, Native Americans, African American

Q: Who did Eleanor Roosevelt support in their attempts to do more that ever before?
A: Women in politics

Q: Who was a member of the Shoshoni tribe?
A: Sacajawea

Q: Of what tribe was Sacajawea a member?
A: Shoshoni

Q: Who was Sacajawea sold to?
A: A french fur-trader

Q: What explorers did Sacajawea accompany?
A: Lewis and Clark

Q: What part of the country did Sacajawea assist in exploring?
A: Pacific Northwest

Q: Name two ways Sacajawea helped Lewis and Clark.
A: She helped them pass through tribal lands, showed them what wild foods were edible, made moccasins, saved some mapping tools

Q: What two things did Sacajawea save when their boat overturned?

A: Valuable records and mapping tools

Q: What woman fought in the Revolutionary War?
A: Deborah Sampson

Q: In what war did Deborah Sampson fight?
A: Revolutionary War

Q: How old was Deborah Sampson when she enlisted in the army?
A: 21

Q: Who used the name Robert Shurtleff instead of her own?
A: Deborah Sampson

Q: What name did Deborah Sampson use instead of her own?
A: Robert Shurtleff

Q: How long was Deborah Sampson able to disguise herself?
A: 2 years

Q: Where was Deborah Sampson honorably discharged from?
A: West Point

Q: What year was Deborah Sampson discharged from the army?
A: 1783

Q: Why did Deborah Sampson disguise herself?
A: Only men could fight in battle.

Q: Who purchased her own seat on the New York Stock Exchange?
A: Muriel Siebert

Q: How much did Muriel Siebert pay for her seat on the New York Stock Exchange?
A: $445,000

Q: Where is the trading seat that Muriel Siebert owns?
A: New York Stock Exchange

Q: Where was Muriel Siebert the first woman to do business?
A: Wall Street

Q: What kind of business does Muriel Siebert now own?
A: A brokerage firm

Q: What is the name of Muriel Siebert's brokerage firm?
A: Muriel Siebert and Company

Q: Who is the author of Uncle Tom's Cabin?
A: Harriet Beecher Stowe

Q: What is the name of Harriet Beecher Stowe's book?
A: Uncle Tom's Cabin

Q: What is the book Uncle Tom's Cabin about?
A: The injustices of slavery

Q: What was unusual about the writing of Uncle Tom's Cabin?
A: The last chapter was written first.

Q: What year was Uncle Tom's Cabin released?
A: 1852

Q: How many copies of Uncle Tom's Cabin were sold on it's first day available?
A: 3,000

Q: Who helped rescue people from slavery?
A: Harriet Tubman

Q: How many people did Harriet Tubman rescue from slavery?
A: Over 300

Q: What was the name of the method used to rescue people from slavery?
A: The Underground Railroad

Q: What was the Underground Railroad?
A: A secret route of hiding places

Q: Who owns her own advertising agency?
A: Mary Georgene Wells

Q: How many years did Mary Georgene Wells work in advertising before she opened her own agency?
A: 16 years

Q: Who was once the highest paid female executive in America?
A: Mary Georgene Wells

Q: What is the name of Mary Georgene Wells advertising agency?
A: Wells, Rich, Green, Inc.

Q: What was one of the first accounts of Mary Georgene Wells agency?
A: Braniff Airlines

Q: What method did Wells, Rich, Green use in advertising?
A: Humor

Q: Who used humor to become a leader in her field?
A: Mary Georgene Wells

Q: From what university did Dr. Rosalyn Yalow earn her doctorate degree?
A: University of Illinois

Q: What year did Dr. Rosalyn Yalow earn her doctorate degree?
A: 1945

Q: In what field did Dr. Rosalyn Yalow earn her doctorate degree?
A: Physics

Q: What kind of degree did Dr. Rosalyn Yalow earn from the University of Illinois?
A: Doctorate degree in physics

Q: Who was Dr. Rosalyn Yalow's partner?
A: Dr. Solomon Berson

Q: What did Dr. Yalow study?
A: Radioactive materials

Q: Dr. Yalow's work led to the invention of what process?
A: RAI

Q: What year was RAI invented?
A: 1959

Q: What does RAI do?
A: Measures substances in the blood

Q: What does RAI help doctors do?
A: Diagnose problems such as diabetes and hepatitis

Q: What award did Dr. Yalow receive?
A: Nobel Prize

Q: What year did Dr. Yalow win the Nobel Prize?
A: 1977

Q: Name 2 first ladies.
A: Eleanor Roosevelt and Abigail Adams

Q: Name 4 authors.
A: Harriet Beecher Stowe, Louisa May Alcott, Dian Fossey, Gwendolyn Brooks, or Rachel Carson

Q: Name 2 artists.
A: Dorthea Lange, Georgia O'Keeffe, or Grandma Moses

Q: Name 2 Nobel Prize winners.
A: Dr. Rosalyn Yalow and Dr. Barbara McClintock

Q: Name 2 Pulitzer Prize winners.
A: Gwendolyn Brooks and the Washington Post newspaper

Q: Name 3 aviators.
A: Mae Jemison, Amelia Earhart, and Sally Ride

Q: Name 2 women who fought against slavery.
A: Harriet Tubman and Harriet Beecher Stowe

APPENDIX M

"DID YOU KNOW?" QUESTIONS

DID YOU KNOW:

RESEARCH SHOWS THAT TEACHERS INTERACT MORE WITH BOYS IN FOUR MAJOR AREAS: DISAPPROVAL, PRAISE, INSTRUCTION, AND LISTENING TO THE CHILD.

DID YOU KNOW:

RESEARCH SHOWS THAT TEACHERS ASK BOYS MORE DIRECT QUESTIONS, MORE OPEN-ENDED QUESTIONS, AND MORE COMPLEX AND ABSTRACT QUESTIONS.

DID YOU KNOW:

RESEARCH SHOWS THAT TEACHERS ARE MORE LIKELY TO GIVE MALE STUDENTS EXTENDED DIRECTION, DETAILED INSTRUCTION ON HOW TO DO THINGS "FOR THEMSELVES". IN CONTRAST, THEY ARE LESS LIKELY TO EXPLAIN THINGS TO GIRLS. THEY TEND TO "DO IT FOR THEM" INSTEAD.

DID YOU KNOW:

This list appeared in a Wall Street Journal report about a kindergarten graduation in June of 1994. Even in the 90's schools reward boys for being energetic, clever students, and girls for being attractive and sociable friends.

Boys' Awards	Girls' Awards
Very Best Thinker	All-Around Sweetheart
Most Eager Learner	Sweetest Personality
Most Imaginative	Cutest Personality
Most Scientific	Biggest Heart

DID YOU KNOW:

Research shows that although girls and boys are academically equal in the early grades, girls are the only group in our society that begin school ahead and end up behind.

Did you know:

Research shows that when boys blurt out an answer without being called on, teachers are likely to listen. In contrast, when girls call out, teachers remind them to raise their hand.

DID YOU KNOW:

Boys are more likely to be scolded and reprimanded by teachers, even when the observed behavior does not differ.

DID YOU KNOW:

Research shows that when teachers talk to girls about their appearence, the conversation tends to be longer than that of the boys' conversation, and the focus tends to stay on how pretty the girl looks. When boys are praised, it is most often for the intellectual quality of their ideas. Girls are twice as likely to be praised for following the rules of form. "I love your margins". The message being, "Pretty Is, Handsome Does".

APPENDIX N

POST SURVEY

1) Do you feel you could use the materials provided to you on women's history effectively? If not, what reinforcement would have helped?

2) What techniques did you use to help make this project successful (homework, integrating subjects, assignment notebooks)? Please list as many as possible.

3) Do you think you had enough support with this project?

4) Was the topic of interest to you? If not, what could have helped?

5) Was the topic of interest to your students? If not, what could have helped?

6) How would you describe your feelings/attitude toward the project before we started? And now?

7) Do you feel your students are more or less interested in women's history now?

8) Are you more or less interested in women's history now?

9) Describe what you feel you and your students got out of this project.

10) Has your teaching, point of view, thinking, or way you deal with your students changed in any way due to this project or the weekly pink papers? In what way?

11) Since my results will be reported in a narrative format, any additional comments would be helpful.

APPENDIX O

STUDENT SURVEY

STUDENT SURVEY

1. NAME 10 famous Americans. Do not include athletes or entertaineres in your list. ⑩ [illegible] George Washington,

2. If you could choose any possible careers, list 5 that your would consider selecting. ①Acting ②singing ③physical therapist ④pediatrician ⑤officer in the Navy

3. List your favorite activities

performing (acting, singing, dancing), long distance running, participating w/ my youth group, basketball

4. What type of books do you enjoy reading the most.

young adult fiction based on true events.

5. Who is your role model and why?

Elisabeth Sisson, my youth pastor's wife. She always has an encouraging word + listens if you need to talk. She has a strong Christian walk, one that I want to follow

6. If you could trade places with anyone in the world for one day, who would it be and why? Meg Ryan. She is my favorite actress + seems to lead a nice life.

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APPENDIX P

BOUDICCA QUESTIONS

WOMEN IN THE EMPIRES

NAME:

1. Why couldn't Prasutagus' daughters inherit his land?

2. Give 2 reasons why Boudicca was able to unite tribes against the Romans.

3. Who was the emperor who took final, complete control of Britain?

4. Describe how the Britons treated the Romans they conquered during the early part of this squirmish.

5. What strategic move did Suetonius make that gave his military an advantage?

6. Who was the Roman historian who recorded all of this information?

7. What happens to Boudicca and her daughters?

8. What was the outcome of this whole battle? Did the Britons gain anything or was Boudicca's battle in vain?

APPENDIX Q

GOVERNMENT SIMULATION

HERMAN HELOTS

YOU ARE ONE OF THE CONQUERED Spartan slaves. You hate everyt[illegible]g about Sparta, but currently your life depends on them. You are al[illegible]r a new type of government that would abolish debt slavery and open up citizenship. But you can't show support for Athens until you are certain the new government will save you from the Spartan rule. You must pretend to support Sparta until that time.

STANLEY SPARTA:

YOU HAVE LIVED IN Sparta all of your life, and have reached the ripe old age of 40 where you can retire from the military. You believe the Spartan lifestyle is the perfect way to ensure success in the military. You want to make sure the new government forces the boys to live in barracks form teh age of 7 until they are 30. Boys in the barracks should be fed little and frequently whipped to toughen them up for battle. Education is irrelevant. Military service will be mandatory til the age of 40.

SAMANTHA SPARTA:

Women have always played an important role in Sparta, they are educated and trained in gymnastics to ensure the birth of healthy babies. They run the estates while the husbands are fighting or in the barracks. You want to make sure this new government maintains the rights you have enjoyed in Sparta. There is no way you want to live in seclusion or give up your right to land.

STACY STRICT:

YOU HAVE raised 5 boys the first 4 have proven themselves in the areas of bravery and valor. One of your sons even allowed himself to be whipped to death. You have told your boys " to come back with their shield or on it." You strongly support a government that emphasizes the military. You firmly believe that woman should obey their husbands.

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OLIVER OLIGARCHY:

YOU are one of the 2 kings that have ruled Sparta the last 5 years. You firmly believe that democracy is a mistake. Only a few elite people should be involved in government decisions. Sparta has had a Council of 28 elders that have made all of the laws. You want to continue that practice. No one should become a citizen until they reach the age of 30.

GOVERNMENT BY THE PEOPLE

Not every government was led by a king or emperor. Many government developed during this time period attempted to work with the people in some form of democracy or republic or even an oligarchy. To gain an understanding of these types of government we are going to hold a summit. The information is listed below.

You have just been selected to represent your country and its government in a summit to decide the type of government that will control the Mediterranean region. You will be given a "character" and a list of objectives that your character will hope to achieve at the summit. Before the summit is held you and the other representative(s) from your country will meet and answer the following questions. (using you textbook and the other books available.)

1. What type of government do you have. Define and explain.
2. What are the qualifications to become a citizen.
3. Who can vote?
4. What are the qualifications to hold a public office
5. Who makes the laws?
6. Who is the executive(s) and how are they chosen.
7. How are the laws made?
8. Who controls the military?
9. Who belongs to the military?
10. Are women citizens?
11. Do women vote?
12. WHAT POWERS DO THE EXECUTIVES AND LEGISLATORS HAVE?

ANTHONY ATHENS: You are a fair logical person who hopes for a compromise to try get people to agree.

DENNIS DEMOCRAT: You strongly advocate direct democracy and you feel that electing representatives men that the average man loses control of the government. You want to limit citizenship to only natural born Athenians.

RONNIE REPUBLIC: You support the idea of a republic and want to maintain a legislative branch that has 2 houses to balance power. You are against direct democracy. NOT everyone should have a say in government.

RAYMOND ROMONA: You want to extend citizenship to people in conquered territories because you think it will make them more loyal. You think senators should serve for life, and you feel they should be the ones to elect the consul. (executive.)

SAMMY SPARTA: You feel the military is the most important aspect of a government. You don't feel there should be government by the people. You feel that you need one ruler with absolute power and that military service should be compulsory

MIKE MILITIA: You don't like the idea of a democracy or a republic. You feel that there is no hope of compromise and meetings like this are a good example of why democracy doesn't work.

SUMMIT AGENDA

This summit is being held to select the type of government that will rule the Mediterranean from now on. You must complete the items on the agenda before you leave the meeting. One of you must record the decisions reached on each issue.
If an agreement cannot be reached peacefully there will be war.

TOPICS:

1. CITIZENSHIP:
who will become a citizen and how?

2. WHO WILL MAKE THE LAWS
   a) How will officials be chosen
   b) who will have the final say over laws
   c) who will vote?
   d) what power will they have?

3. WILL THERE BE AN EXECUTIVE
   a) How will they be chosen?
   b) will they have absolute power?
   c) how many executives will there be?
   d) what powers will they have

4. WHAT WILL THE NEW GOV'T BE CALLED?

APPENDIX R

MIDDLE AGES MANOR ACTIVITY

LIFE ON A MANOR

For your final assessment of the Middle Ages you will be doing the following:
1. pair yourself with the people who received the same card as you, ie. kings with kings, queens with other queens, etc.
2. fill out the worksheet: Kings, lords, serfs, etc, in regards to what roles they played on the manor and what duties they owed to each other. Use chpt 9 to help fill this out.

Once that is completed, you and your group need to do the following:
1. Create a manor--decide who will play what role--lord, king, priest. (each person chooses only 1 with only one role per manor)
2. Name your manor--dicuss everyone's roles.
3. Decide what 3 events, from the timeline and 10 vocabulary terms from the timeline that will be affecting your manor. (don't worry about dates)
4. Your group will need to decide which activity it wants to do for your final evaluation:

a. create a video--each person will "act out " their role and re-enact the events they selected. They must use and define the vocab terms in their dialogue

b. create a visual of your manor and do 3 diary entries that explain each event per person discussing how each event affected your character. You must use and define the 10 vocab in your entries.

c. write a play. each person will create dialogue for their character about the 3 events and then the group can either act it out in front of the class or tape record it on audio tape again using the 10 vocab definitions.

d. create a Medieval album/C.D. Include an album cover. Each person will write a song about each event and how it affected their character. Must use and define each of the 10 vocab in the 3 songs per person.

LIFE ON A MANOR

CHIVALRY

CANON LAW
TRIAL BY BATTLE

TRIAL BY ORDEAL

MANOR

AMUSEMENTS

LIFE OF A LADY

PURPOSE OF MARRIAGE

APPENDIX S

REVOLUTION READING

WOMEN IN THE REVOLUTION

NAME:

1. How did each woman become a revolutionary?

2. What "shocking" thing did each of these women do?

3. What did they start in 1793?

4. Describe 2 ways they showed support to the Jacobins.

5. List 3 things the women wanted to do.

6. What happened to these 2 women?

7. What impact do you think these women had on America during that same time period?

APPENDIX T

DECLARATION OF RIGHTS OF WOMEN AND MEN

COMPARING THE DECLARATION OF RIGHT S OF MEN AND WOMEN DURING THE FRENCH REVOLUTION

ATTACH ARE THE 2 DECLARATION OF RIGHTS, ONE FOR THE MAN, ONE FOR THE WOMAN. ANSWER THE QUESTIONS BELOW USING THE READINGS.

1. WHAT ARE THE PEOPLE'S NATURAL RIGHTS ACCORDING TO THE MALE VERSION?

2. WHAT RIGHTS DO THE WOMEN ASK FOR?

3. WHICH OF THE 2 RIGHTS OUTLINE RIGHTS OF PROPERTY AND LIBERTY?

4. WHY DO YOU THINK WOMEN ASKED FOR EQUALITY DURING THE FRENCH REVOLUTION?

5. WHAT EXAMPLES CAN YOU THINK OF SUPPORT THE IDEA OF WOMEN BECOMING MORE ACTIVE IN SOCIETY?

6. WHY DO YOU THINK WOMEN WERE DENIED EQUALITY?

7. COMPARE THESE RIGHTS TO THE ENGLISH BILL OF RIGHTS AND THE AMERICAN BILL OF RIGHTS, ARE THEY SIMILAR OR DIFFERENT? EXPLAIN IN FULL SENTENCES.

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APPENDIX U

WOMEN AND REVOLUTIONS

WOMEN AND REVOLUTION

We are going to take a look at how women contributed to this period in history and the reaction to their involvement. What role did they play in history. We will read the introduction as a whole group. then you will select one woman you would like to read about and answer the appropriate questions. As always. use full sentences.

Summary:

1. Why did women start fighting for their rights during the Revolutionary time period?

2. Name 2 women who fought for equality and give one example of what each one did.

3. Why were tighter controls placed on women after the revolution?

4. What were the first "respectable" professions women could be involved?

5. What are 3 things women in Europe fought for?

6. The picture on pg 64 shows 2 different lifestyles. Explain what the artist is trying to show.

7. What role did women writers play during this time period?

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WOMEN TO READ ABOUT:

CHOICES:

CATHERINE THE GREAT
DEBORAH SAMPSON
DOROTHEA DIX
MARIA MITCHELL
QUEEN VICTORIA
QUEEN LI'L
MARY WOLLSTONECRAFT
LA POLA
MARGRET FULLER
CLARA SCHYMANN
TZ'U-HSI

1. WHAT DID THIS PERSON CONTRIBUTE TO HISTORY?

2. WHAT IDEA WAS SHE PROMOTING?

3. WHAT SETBACKS DID SHE OVERCOME?

4. HOW HAS SHE MADE THE WORLD BETTER FOR YOU TODAY?

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APPENDIX V

TEST EXAMPLES

NAME:_____

1.The continual rise and fall of ruling families is known as the _____

2. Which dynasty was the last to rule? _____
3. Which dynasty ruled the longest? _____
4. Which dynasty decided to end trade with the West? _____
5. Which dynasty had the only woman ruler? _____
6. Which dynasty created a gentry class? _____
7. Who were the gentry? _____
8. List 5 things China gave us that we still use today? _____ _____, _____, _____, _____
9. who started the nationalist party? _____
10. Define communism? _____
11. What did the nationalist want? _____
12. What was the Cultural Revolution? _____
13. What was the outcome of the Long March?

4. Who instigated the Cultural REvolution?
15. What is the difference between a rebellion and a revolution?

16.What happened at Tiannenman Square?

17. Why do people like Communism? _____

18. Why did both Deng and Mao kill people from Universities?

19. Why do we know that woman are discriminated against in China? Give 4 examples to support your answer.

20. Would you want to be educated in China? Why or why not-give 3 examples supporting your selection.

. Who is the current leader of China?

24. __ Vladimir Lenin
25. ___ Brest Litvosk treaty
26. ___ Czar Nicholas II
27. ___ Louis XVI
28. ___ Olympia de Gouge
29. ___ Battle of Lexington
30. ___ Mao Tse-Dong

Short answer:

1. How was the French version of "Little Red Ridinghood" different from the American version. (3pts)

2. How was the Reign of Terror and the Cultural Revolution similar? (3pts)

3. What does the Declaration of Independence , the Declaration of the Rights of Man and the Declaration of the Rights of Women all have in common. (list 2 things)

4. Why did Lenin use the slogan "Peace, Land and bread?" what was he promising the people?(3pts)

5. Define communism.

6. How did the collapse of communism effect us? (3pts)

APPENDIX W

SUFFRAGE EXAMPLE

AS WE SHIFT FROM REVOLUTION TO NATIONALISM TO WAR- WHAT WAS HAPPENING IN SOCIETY?

The world has seen a rise in nationalism, countries such as Germany and Italy are uniting, power is shifting in the aftermath of Napoleon, but what's happening in society? How is life changing for the everyday folk?

In this unit we are going to be looking at what was happening culturally during this time period.

You and a few classmates are going to be creating a college and writing a summary of what was happening during this time period. The collage must have a minimum of 8 pictures and only 4 of them may be copies or computer created. Your essay must discuss the topic and answer the question asked. You must also write 6 quiz questions that someone should be able to answer after seeing your poster and reading your essay. Essay's must be a minimum of one page and not longer than 2.

TOPICS:

1. ART FROM ROMANTICISM TO IMPRESSIONISM AND POST-IMPRESSIONISM. WHAT DOES ART TELL US ABOUT THIS TIME PERIOD. WHY DID THE STYLE CHANGE?
CHPT. 23 &26

2. MUSIC AND LITERATURE. FROM ROMANTICISM TO NATIONALISM. WHO WERE THE FAMOUS WRITER AND COMPOSERS AT THIS TIME AND WHAT DOES THEIR WORK TELL US ABOUT THIS TIME PERIOD? WHY DID THE STYLE CHANGE.
23 &26

3. FROM LIBERALISM TO CONSERVATISM. WHAT DID THE CONGRESS OF VIENNA DO TO CHANGE WORLD ORDER? HOW DO THE NEW POLITICAL PHILOSOPHIES EFFECT THE TIME PERIOD? (AND WHAT ARE THESE NEW POLITICAL PHILOSOPHIES)
CHPT 23

APPENDIX X

WWI AND WWII INDIVIDUAL PROJECTS

THE WORLD WAS DEVASTATED BY NOT JUST ONE WORLD WAR. BUT TWO IN A 30 YEAR TIME SPAN. HOW ARE THESE WARS SIMILAR? HOW ARE THEY DIFFERENT. THERE IS SO MUCH INFORMATION ABOUT WARS AVAILABLE AND MANY OF YOU HAVE PERSONAL INTERESTS IN DIFFERENT ASPECTS OF THE WAR THAT WE DID NOT COVER IN CLASS. THIS IS YOUR OPPORTUNITY TO DELVE INTO AN AREA THAT WE HAVE NOT COVERED IN DEPTH.

REQUIREMENTS:
You are being asked to select a topic. Each project will require both a visual display and a written summary or assessment(THIS MUST BE TYPED). The project is worth 100 points and will be due:

APRIL 22ND THIS IS A TUESDAY.

NO LATE WORK WILL BE ACCEPTED. IF YOU FINISH YOUR PROJECT EARLY YOU MAY TURN IT IN. IF YOU ARE ABSENT ON THIS DAY YOU NEED TO HAVE SOMEONE ELSE DELIVER YOUR PROJECT SO IT ARRIVES ON TIME.

OPTIONS TO CHOOSE FROM:

1) MIRACLES- BOTH WARS EXPERIENCE A MIRACLE OF SORTS. IN WORLD WAR I IT WAS THE MIRACLE OF THE MARNE. IN WWII IT WAS THE MIRACLE AT DUNKIRK. CREATE A DIORAMA OR SET OF MAPS SHOWING WHERE AND HOW THESE MIRACLES TOOK PLACE. YOUR SUMMARY WILL NEED TO DISCUSS EACH BATTLE AND COMPARE THE TWO. BE SURE TO EXPLAIN THE SIGNIFICANCE EACH BATTLE HAD ON THE WAR.

2) PROPAGANDA: BOTH SIDES IN WWI AND WWII PROMOTED THEIR WAR EFFORT. IN THIS ASSIGNMENT YOU ARE BEING ASKED TO SELECT A SIDE. THE ALLIES OR THE CENTRAL/AXIS POWERS. AND TRACE THEIR TYPES OF PROPAGANDA THEY USED IN EITHER WAR. YOUR VISUAL SHOULD INCLUDE AT LEAST 4 EXAMPLES FROM EACH OF THE WARS. YOUR PAPER SHOULD DISCUSS THE TECHNIQUES USED BY THE POWERS. THE EFFECT PROPAGANDA HAD ON THE WAR EFFORT AND THE PEOPLE WHO IMPLEMENTED THESE PROGRAMS.

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3) WEAPONS: BOTH WARS DEVELOPED A LARGE OF WEAPON AND MILITARY EQUIPMENT THAT AIDED THE WAR EFFORT. IN THIS PROJECT YOU WILL NEED TO CREATE A TIME LINE OF THE DEVELOPMENT OF WEAPONS DURING WWI AND WWII. YOUR SUMMARY NEEDS TO BRIEFLY SUMMARIZE THE TYPES OF WEAPONS AND THEN SELECT ONE WEAPON FROM EACH WAR THAT YOU FEEL HAD THE BIGGEST IMPACT ON THE OUTCOME OF THE WAR. (YOU CAN PICK 2 IF YOU HAVE TO.) HOW DID THESE WEAPONS ALTER HISTORY?

4.) WOMEN AT WORK: WOMEN PLAYED A SIGNIFICANT PART IN THE WAR EFFORT . FOR THIS PROJECT YOU ARE THE DETECTIVE SENT TO INVESTIGATE WHAT IT IS THAT WOMEN DID DURING THE WAR. THIS IS A VERY BROAD TOPIC AND YOU CAN NARROW IT AS YOU SEE FIT. YOU WILL NEED TO TRACE WHAT IT IS THAT WOMEN DID DURING WWI AND WWII. YOUR VISUAL NEEDS TO SHOW PICTURES OF WHAT WOMEN DID. YOUR SUMMARY NEEDS TO DISCUSS WHAT WOMEN DID AND HOW THEIR CONTRIBUTIONS EFFECTED EACH WAR.

5.MUSIC: MUSIC PLAYS A GREAT ROLE IN PEOPLES LIVES AND MEMORIES. MOST OF THE MUSIC CREATED DURING THE WARS WAS CREATED TO INSTILL MEMORIES OR PROMOTE PATRIOTISM. FOR THIS PROJECT YOU NEED TO CREATE A TAPE WILL EXAMPLES OF MUSIC FROM BOTH WARS. THESE CAN SIMPLY BE SMALL SLICES OF THE SONG. NOT THE WHOLE THING. YOUR PAPER NEEDS TO DISCUSS HOW THESE SONGS EXEMPLIFIED THE TIME PERIOD. IF YOU CAN. COMPARE SOME OF THE SONGS FROM EACH TIME PERIOD. HOW ARE THEY SIMILAR. HOW ARE THEY DIFFERENT? WHAT ROLE DID MUSIC PLAY IN THE WAR.

6. LEADERS: SELECT 1 LEADER FROM EACH OF THE WARS. HOW DID THESE MEN IMPACT THE OUTCOME OF THE WAR? YOU VISUAL NEEDS TO SHOW A REPRESENTATION OF WHAT THESE PEOPLE DID. YOUR PAPER NEEDS TO GIVE A BRIEF SUMMARY OF WHAT THESE PEOPLE CONTRIBUTED TO THE WAR. THEN YOU NEED TO EVALUATE HOW THESE LEADERS ARE SIMILAR. DISCUSS WHAT THINGS THEY DID THAT GREATLY EFFECTED THE WAR. TRY TO SUMMARIZE THE IMPORTANCE OF THEIR ROLE IN THE WAR. YOU WILL WANT TO NARROW THIS. LIKE WHAT DECISIONS DID THEY Make THAT WERE IMPORTANT. OR did they have similar military techniques or strategies.

7. AERIAL BATTLES: PLANES ARE INTRODUCED IN WWI AND HAVE A BIG IMPACT ON THE WAR IN WWII. IN THIS PROJECT YOU MAY OPT TO DO SEVERAL THINGS. INVESTIGATE THE

EMERGENCE OF THE FIGHTER PLANE. CREATING A TIME LINE (VISUAL) OF HOW THE PLANE HAS EMERGED OVER TIME. YOUR PAPER WILL NEED TO SUMMARIZE THE EVOLUTION OF THE PLANE AND DISCUSS THE IMPACT THE PLANE HAD ON EACH OF THE WARS. OR. YOU MAY RESEARCH FIGHTER PILOTS. WHAT WAS THEIR LIVES LIKE? WHAT WERE THE DIFFERENCES BETWEEN BEING A PILOT IN WWI COMPARED TO WWII? WHO WERE THE HEROES? YOUR VISUAL WILL NEED TO CONTAIN PICTURES OF THE PLANES AND/OR THE PILOTS.

8. FASHION: HOW DID WAR EFFECT FASHION FOR BOTH MEN AND WOMEN? YOUR VISUAL WILL NEED TO CONTAIN PICTURES OF THE STYLES DURING BOTH WARS. YOUR PAPER WILL NEED TO DISCUSS HOW THE WAR EFFECTED FASHION. IT WILL ALSO NEED TO HAVE A BRIEF SUMMARY OF FASHION AT THE TIME. (FOR BOTH WARS.) WHO WERE THE DESIGNERS THAT BECAME FAMOUS DURING THIS TIME PERIOD? HOW DID THEY INFLUENCE FASHION. IN YOUR CONCLUSION YOU SHOULD INCLUDE A REFERENCE TO HOW FASHION EXEMPLIFIES HISTORY.

9. THE HOME FRONT: WHAT WAS IT LIKE TO LIVE IN THE US OR BRITAIN OR GERMANY DURING THE WAR OR FRANCE. YOU HAVE A NUMBER OF OPTIONS WITH THIS CATEGORY. YOU MAY SIMPLY DO A RESEARCH PAPER SELECTING ONE TOPIC TO FOCUS ON AND COMPARE LIFE AT HOME BETWEEN 2 COUNTRIES. OR YOU MAY READ STUDS TERKEL'S THE GOOD WAR AND WRITE A BOOK REPORT DISCUSSING HOW WAR EFFECT PEOPLE IN AMERICA. OR YOU MAY PICK A FEW TOPICS LIKE RATIONING. SCHOOL DAYS. WHATEVER AND COMPARE HOW EACH COUNTRY COPED WITH EVERYDAY PROBLEMS DURING THE WARS. YOU MAY SELECT JUST ONE WAR TO FOCUS ON. YOUR VISUAL NEEDS TO DISPLAY WHATEVER INFORMATION YOU HAVE ACQUIRED FROM YOUR RESEARCH.

THERE ARE SOME OTHER TOPICS YOU MAYBE INTERESTED IN THAT I HAVE NOT INCLUDED. YOU MAY WANT TO RESEARCH DIFFERENT MILITARY TACTICS OR NAVAL WARFARE OR WHATEVER. YOU NEED TO SET UP A TIME TO DISCUSS YOUR TOPIC WITH ME. THE DUE DATE FOR TOPIC SELECTION IS APRIL 4TH.

APPENDIX Y

CHINA READING EXAMPLE

WOMEN IN CHINA

NAME

THE DYING ROOMS (SCHOLASTIC UPDATE)

Be sure to answer all the questions using full sentences.

1. How are girls treated in China today? Give 3 specific examples.

2. What happens to the girls that are sent to the orphanage?

3. Why are they called the dying rooms?

4. What did the girls in the village do in an attempt to get an education.

5. Why are girls not valued in China?

THERE IS NO PROM IN CHINA.

1. How is school different in China in comparison to the US? (Give 2 examples)

2. Why do students go to school 6 days a week?

3. Why is there no prom in China?

APPENDIX Z

FIRST LADIES READING

THE FIRST LADY READING

1. Traditionally, what has the role of the first lady been.

2. Give 2 examples of women who fulfilled the traditional role.

3. Give 2 examples of how both Hillary Clinton and Eleanor Roosevelt were different first ladies?

4. Should the first lady be involved in policy making, give a specific example to support your answer.

5. Will there ever be a women president? why or why not?

FOUR MORE YEARS:

1. How will Clinton's presidency effect you?

2. When was he inaugurated?

3. What are 2 things on Clinton's domestic agenda?

4. Which do you think is the most important?

5. What areas in the world is the US having problems with? List 3 and explain the problem.